



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

BENGTOLE COLLEGE

VILLAGE BENGTOLE, POST OFFICE- BENGTOLE, DISTRICT- CHIRANG
783394

www.bengtolcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bengtoll College is situated in the Chirang District, Assam. It is 17 Km. from NH-31, 24 km. from Bongaigaon Railway Station, and 184km. from Guwahati. The concept of establishing Bengtoll College started in the year 1977. Eventually, in the year 1981, a College Management Committee was formed to carry forward the works relating to establishment in 1981. The college received affiliation from the Gauhati University in 1999. The affiliation was given by the University in the following subjects- English, Alternative English, Modern Indian Language (MIL) in Bodo, Assamese & Nepali, Bodo Elective, Political Science, Education, Economics, History, Philosophy and BBA (bachelor of Business Administration). The University also accorded affiliation for major course to the college in the following subjects- Bodo, Economics, Education, English, History, Philosophy and Political Science. The college was granted permanent Affiliation from Gauhati University in the year in 2009. However, as per the State Govt. direction, the college is affiliated to Bodoland University, Kokrajhar, Assam since 2020. The college is recognized under Section 2 (f) and 12 (B) of the UGC Act 1956, New Delhi in the year 2009. The college has 30 Bighas of vast contiguous land and greenish charming plot.

Bengtoll College, as per the guideline issued by Affiliating University (Bodoland University), started offering the Four-Year Undergraduate Programme of Bachelor of Arts (B.A.) and Bachelor of Business Administration (BBA) in Choice-Based Credit System (CBCS) from the academic session 2023-2024. The college also offers One year Post Graduate Diploma in Computer Application (PGDCA) and Master's programmes (Regular) in Bodo and English.

The college also offers Master and Bachelor courses through distance mode under Gauhati University Centre for Distance and Online Education, and Krishna Kanta Handique State Open University (KKHSOU).

Vision

The following are the vision of Bengtoll college:

Vission

- To generate quality students with positive attitude and tolerance.
- To sensitise against the blind belief, faith and evil practices of the society.
- To maintain academic excellence for generations.
- To provide easy access to higher education to the people of rural and backward areas.

Mission

The Mission of Bengtoll College is:

"To Impart Quality Education for Generations."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Bengtol College has several strengths that contribute to its reputation and effectiveness as an educational institution. These strengths include:

- The college places a tremendous thrust on diversity, inclusion, and integration. It actively promotes an environment where individuals from various backgrounds, religions, races, castes, and creeds are treated equally and provided with equal opportunities. This commitment to diversity fosters a rich learning environment and promotes a sense of unity and tolerance among students.
- Bengtol College prioritizes the overall development of its students. It goes beyond academic excellence and focuses on nurturing their skills, knowledge, attitude, and values. The college adopts innovative approaches and practices, including interactive teaching methods, project work, ICT-enabled learning, and problem-solving techniques. These practices enhance the learning experiences of students and equip them with the necessary skills for their personal and professional growth.
- Bengtol College actively engages in activities that promote education, economic development, social awareness, and communal harmony. The college adopts villages and conducts programs for their socio-economic development. By instilling social responsibility in its students, Bengtol College contributes to the betterment of society.
- The college provides essential infrastructure and facilities to support effective teaching and learning. It offers Wi-Fi-enabled classrooms, smart classrooms, a language lab, and IT support for faculty members and students. The availability of these resources enhances the learning experience and ensures that students have access to modern educational tools.
- The college has digitalized library facility.
- The college has qualified and dedicated teaching faculty.

Institutional Weakness

Bengtol College has certain weaknesses that can be addressed for further improvement. Some of the weaknesses include:

- Requirement of more teaching and non-teaching staff as per enrollment.
- Located in rural and economically backward society.
- Enrollment instability.
- Lack of sufficient numbers of subjects and department as well as streams to facilitate the need of students.

Institutional Opportunity

Opportunities for Bengtol College include:

- Bengtol College has the opportunity to introduce new academic programs and courses to cater to the evolving needs and demands of students.

- To shine and contribute in the socio-economic and educational progression of the area.
- To contribute in the creation of human resources.
- The college can establish collaborations and partnerships with industries and organizations to provide students with internship opportunities, industrial visits, and hands-on experience.
- The college can encourage and support research activities among faculty and students.
- Bengtol College has the opportunity to actively engage with the local community and address their educational and social needs. This can be done through outreach programs, awareness campaigns, and community service initiatives.
- The college can explore opportunities for international collaborations with universities and institutions abroad.
- Bengtol College can provide opportunities for continuous professional development for faculty members.
- The college can establish a strong alumni network and engage with its alumni for various activities.

Institutional Challenge

Challenges faced by Bengtol College include:

- Being located in a rural area, Bengtol College may face specific challenges related to connectivity, transportation, and the socio-economic background of the students. The college takes initiatives to address these challenges by providing information dissemination, sustained communication, and awareness programs.
- Bengtol College recognizes the importance of empowering girl students and promoting gender equality.
- Bengtol College faces financial constraints in terms of budget limitations and funding opportunities. Insufficient financial resources can restrict the college's ability to invest in infrastructure development, faculty training, research grants, and student support services.
- Attracting and retaining a sufficient number of students can be a challenge for the college, especially in a competitive educational landscape. Factors such as location, reputation, and accessibility may influence the enrollment numbers. Retaining students and ensuring their academic success can also be a challenge, particularly for students from marginalized backgrounds or those facing financial difficulties.
- Bengtol College may face challenges related to cultural diversity, language barriers, and inclusivity. Creating an inclusive and harmonious environment that respects and accommodates diverse cultures, languages, and backgrounds can require proactive measures and continuous efforts.
- Providing livelihood opportunities by implementation of vocational skills.
- To achieve excellent result.
- To cope with emerging trends of drug abuses in the surrounding area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution ensures effective curriculum delivery through a systematic and transparent mechanism. It follows the curriculum prescribed by Bodoland University and prepares an academic calendar that encompasses curricular, co-curricular, and extracurricular activities. The Academic Cell develops the timetable for each

academic session, the institution conduct orientation programmes to address newly admitted students during Induction Programmes to acquaint them with institution policies, processes, and values.

To monitor student progress, unit tests are conducted periodically, and the results are discussed in the classroom. The HODs regularly review curriculum delivery and discuss the timing of assessments, discussions, seminars, projects, and examinations. Assignments, seminars, and dissertations are assigned to students, and faculty members utilize ICT tools for effective teaching. Additionally, departmental study tours and field projects are organized to provide practical knowledge.

The institution conducts scholastic and non-scholastic activities in accordance with the academic calendar. The internal assessment process is reviewed by the Principal and Academic Cell, and the Examination Cell oversees the communication of internal assessment marks to the University for final examinations. Each department submits compliance with the academic calendar as part of their annual submissions. Teaching plans, including the schedule for teaching and evaluation, are developed in consultation with the HODs.

Continuous evaluation is carried out based on the academic calendar, collecting feedback from various stakeholders to enhance the teaching-learning process. The outcomes of these evaluations guide development and ensure a quantifiable measurement of student progress. The IQAC compiles input from departments to create a comprehensive plan uploaded to the institution's website. Student feedback is collected and analyzed, leading to corrective actions and suggestions for improvement.

The institution prioritizes important issues such as gender, environmental sustainability, and ethical values. The Women Cell organizes programs focusing on women's empowerment, health awareness, and women's rights. The NSS Unit engages students in activities related to gender equity and conducts campaigns on saving the girl child and combating trafficking. Environmental protection and sustainability are promoted through tree plantation drives, awareness programs, and observing World Environment Day. The institution also fosters ethical and human values through seminars, group discussions, social activities etc.

Teaching-learning and Evaluation

The institution prioritizes the development of students' skills, knowledge, attitudes, and values through various teaching methods such as lectures, interactive sessions, project-based learning, and experiments. Both conventional and digital teaching tools are utilized, and the use of ICT creates a participative learning environment. The institution implements project-based learning to stimulate creativity and critical thinking among the students, and interactive methods like group discussions and quizzes enhance student engagement. The institution provides ICT-enabled classrooms and supports modern pedagogy to promote experiential learning.

The institution follows a transparent and robust internal assessment process. Internal assessment marks are communicated to students, and regular meetings ensure effective implementation. Admissions are merit-based, and continuous evaluation is conducted through various processes. Students' performances are communicated to them, creating interest and participation in co-curricular and extracurricular activities. The institution has a mechanism for internal assessment, including question paper setting, examination conduct, result display, and communication of performance. The process is transparent, and grievances are promptly addressed.

The institution emphasizes Programme Outcomes (POs) and Course Outcomes (COs), which are displayed on the notice board and the university website. COs focus on observable behaviors, while POs focus on imparting

knowledge. Matrix analysis and attainment analysis are used to assess COs and POs, reducing the burden of final exams.

Behavioral outcomes are assessed through semester exams, and regular analysis of students' performance is conducted. Improvement strategies are developed and implemented based on the analysis. Department-wise and overall analyses are performed to gauge the attainment of POs, PSOs, and COs. These assessments provide valuable insights and promote a shift in thinking among students.

The institution focuses on student development through a range of teaching methods and a student-centric approach. The internal assessment process is transparent and robust, ensuring fair evaluation. The institution prioritizes POs and COs, employing assessment strategies and analysis to monitor student performance. By promoting active learning, critical thinking, and skill development, the institution aims to provide a quality education experience.

Research, Innovations and Extension

The institution fosters innovation and entrepreneurship by providing a supportive environment and an incubation center for students. The center offers resources, mentorship, and networking opportunities to help students develop their research ideas and entrepreneurial skills. Students have the chance to interact directly with successful entrepreneurs in fields like strawberry and banana cultivation, learning about various aspects of the trade. The institution collaborates with local farmers and organizes field visits for practical exposure in disciplines such as mushroom culture and apiculture. These initiatives aim to equip students with the necessary skills and knowledge to become self-employed or successful entrepreneurs.

In addition to promoting innovation, the institution emphasizes intellectual property rights (IPR). It offers incentives for innovation in academic research projects and conducts seminars and workshops to create awareness and educate faculty, staff, and students about IPR. The institution supports research activities, encouraging young students to work on new ideas and facilitating technology development. It also organizes entrepreneurship programs and state-level workshops on IPR.

To engage students in community development, the institution prioritizes extension activities. The National Service Scheme (NSS) unit plays a crucial role in organizing activities such as cleanliness drives, tree plantations, road construction, and social interaction in the adopted village. These initiatives address social issues and promote values, awareness, and responsibility among students. Various departments within the institution also contribute to shaping responsible citizens by organizing programs on environmental awareness, health, hygiene, and social issues. The institution's extension cell takes the lead in community development, engaging students in infrastructure development, education, health services, and other activities towards the community.

These extension activities have a positive impact on students, fostering community relationships, leadership skills, and self-confidence. Students gain practical knowledge, develop social values, and become aware of societal issues. The activities encourage people to find their own solutions and enhance their livelihood opportunities. They bridge the gap between the institution and the community, promoting social responsibility and holistic development.

Infrastructure and Learning Resources

The institution places great importance on its infrastructural development, particularly in terms of IT infrastructure, to ensure the delivery of quality education. It offers Wi-Fi connectivity throughout the campus and has digital technological facilities available. Each department is equipped with a highly configured desktop computer, and there are 10 smart classrooms and a language lab for digital classes. A well-equipped computer lab is also available for students' use.

The campus and library are provided with Wi-Fi connectivity, and students and staff members have open access to Wi-Fi within the institution. Each department is equipped with computers, digital devices, projectors, and Bluetooth-enabled speakers. ICT classes are regularly conducted in each department to facilitate effective learning through a virtual environment. The institution ensures that its IT facilities are regularly updated and protected with antivirus software. Wi-Fi connectivity is available in all areas, including the principal's office, administrative office, IQAC, and library.

For security purposes, the institution has installed 14 CCTV cameras in strategic locations, including corridors, halls, and statistics areas, ensuring 24x7 surveillance. In terms of power backup, the institution utilizes a diesel generator set and solar energy. Additionally, a biometric attendance system has been implemented to record the presence of employees within the institution.

Overall, the institution has prioritized the development and maintenance of IT infrastructure, offering a range of facilities and services to support digital learning and technological advancements. The availability of Wi-Fi connectivity, computer labs, smart classrooms, and digital devices enhances the learning experience for students and facilitates efficient administrative processes. The institution's focus on security measures such as CCTV installations and attendance systems further ensures a safe and well-functioning environment.

Student Support and Progression

The college focuses on enhancing students' capacity and skills through a range of initiatives such as workshops, training programs, internships, and skill development courses. These efforts aim to equip students with practical skills, industry knowledge, and entrepreneurial abilities, ultimately enhancing their employability and personal growth. Additionally, the college has established dedicated committees to address student grievances promptly, including cases of sexual harassment and ragging, ensuring a safe and secure environment for all students.

Career counseling and consultancy services are provided to students to help them make informed decisions about their careers. Qualified counselors assist students in exploring their interests, aptitudes, and career options, providing information on different career paths, higher education opportunities, and skill development programs. The college also facilitates interactions with industry professionals, organizes career counseling, and conducts workshops on essential job skills. These efforts empower students and enhance their employability in their chosen fields.

The college offers sports and cultural facilities that promote students' physical and creative development. With well-equipped sports grounds and indoor facilities like a gymnasium, students can engage in various athletic activities. Additionally, an auditorium provides a platform for students to showcase their talents in music, dance, drama, and other artistic endeavors. These facilities contribute to a vibrant campus environment and foster holistic growth among students.

Extension activities are an integral part of the college's offerings, providing students with opportunities for community engagement and personal development. Through outreach programs, social service initiatives, and

awareness campaigns, students actively participate in volunteering activities, community service projects, and skill-building workshops. These activities help students gain practical experience, develop leadership skills, and cultivate a sense of social responsibility, preparing them to become responsible citizens.

The Bengtol College Alumni Association (BCAA) supports financially disadvantaged students by providing book allowances and necessary financial assistance. It actively organizes various programs and activities, including distributing books, conducting counseling programs, and contributing to institutional infrastructure development. They also collaborate with organizations like MSME, Guwahati, to offer training opportunities to students.

Governance, Leadership and Management

The institution has a clear vision and mission to provide quality education and promote positive attitudes and tolerance among students. It emphasizes academic excellence and access to higher education in rural and backward areas. The governance structure encourages participatory decision-making, involving the Principal, Vice-Principal, IQAC, and student representatives. Faculty members actively contribute to decision-making processes and overall institutional development.

The institution follows a decentralized and participatory management system, with various cells and committees responsible for specific tasks. Faculty members are encouraged to create a conducive learning atmosphere, and plans and policies are executed through collaboration with different cells and committees, including the IQAC.

The institution adopts a student-centric approach, adheres to the approved curriculum, and encourages faculty members to enhance their skills through short-term courses and research activities. Alumni engagement, social outreach programs, project-based learning, and participation in conferences and workshops are also promoted. Faculty members are encouraged to publish papers, and training opportunities are provided for non-teaching staff.

The institution implements Government of Assam Scheme for Fee-Waiver for the students belonging to BPL category. Regular interaction with alumni helps students make informed decisions about their future education and careers. Faculty members' pursuit of doctoral programs is encouraged, and plans are discussed in meetings with HODs and approved by the management. The institution adheres to corporate policies set by the university and has specialized cells for specific tasks such as grievances and redressal, and examinations. Power and authority are delegated, improving planning, decision-making, and implementation.

In terms of welfare, the institution effectively implements various schemes for teaching and non-teaching staff, including access to government benefits and support for career development. Facilities such as Wi-Fi and indoor game facilities are provided for staff and students. Performance-based appraisal systems assess teaching staff, while internal and external audits ensure financial compliance. The institution mobilizes funds through various sources, including student fees, government grants, alumni contributions, and sponsorships. The Planning and Audit Cell monitors fund utilization. The Internal Quality Assurance Cell contributes to quality assurance, feedback analysis, and improvement of the teaching-learning process.

Institutional Values and Best Practices

The institution is dedicated to promoting gender equity and creating an inclusive environment. It actively observes national and international events and festivals, upholds high ethical standards, and provides equal opportunities regardless of religion, race, or caste. Safety, security, and gender equity are strictly enforced throughout the institution. International Women's Day is celebrated with a focus on gender equality and the role of women and girls in climate change initiatives. The women's cell organizes lectures and events on women's rights and addresses gender inequalities and the disproportionate burdens women face. The institution has implemented various security measures, anti-ragging policies, and surveillance cameras. Complaint-suggestion boxes, separate common rooms, and a doctor's chamber with a physician are available. Sensitization programs, self-defense training, and various co-curricular activities promote awareness and empowerment. The institution also embraces social responsibility by adopting villages and conducting activities for their socio-economic development. Lecture series and extension activities raise awareness of environmental and ethical issues and improve infrastructure in adopted schools. National festivals, anniversaries, and local events foster tolerance and harmony among students. The institution promotes ethics and values through lectures and events. Overall, the institution emphasizes diversity, inclusion, and integration to foster students' holistic development. It adopts innovative teaching methods, offers additional courses, and provides platforms for confidence-building and gender equality awareness. Rural and underprivileged girl students are actively encouraged to participate in all activities. Preservation of endemic orchids and traditional knowledge, along with career counseling and cultural engagements, contribute to a well-rounded education. Girls' enrollment and involvement are on par with or even surpass boys', reflecting their dedication and growth.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BENGTOLE COLLEGE
Address	Village Bengtol, Post Office- Bengtol, District- Chirang
City	Bongaigaon
State	Assam
Pin	783394
Website	www.bengtolcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ranjit Kr. Narzary	03661-264901	9954012339	03661-264741	bengtolcollege@gmail.com
IQAC / CIQA coordinator	Mallika Basumatary	-	9435326513	-	mallika.bprd@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Assam	Bodoland University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-05-2007	View Document
12B of UGC	15-12-2009	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Village Bengtol, Post Office- Bengtol, District- Chirang	Rural	18.595	25083.82

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BBA,Management	36	HS Passed	English	25	17
UG	BA,Education English Political Science Economics Bodo History Philosophy	36	HS Passed	English,Assamese	400	355
UG	BA,English Mil Bodo Economics Political Science History Education Philosophy	36	HS Passed	English,Assamese,Bodo	100	18
PG	MA,English Bodo	24	BA Passed	English,Bodo	55	24
PG Diploma recognised by statutory authority including university	PGDCA,English Bodo	12	BA Passed	English	20	11

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				30			
Recruited	0	0	0	0	0	0	0	0	20	6	0	26
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				6			
Recruited	0	0	0	0	0	0	0	0	4	2	0	6
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	11	2	0	13
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	2	0	6
M.Phil.	0	0	0	0	0	0	7	0	0	7
PG	0	0	0	0	0	0	9	4	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	2	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	178	0	0	0	178
	Female	157	0	0	0	157
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	18	0	0	0	18
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	9	0	0	0	9
	Female	2	0	0	0	2
	Others	0	0	0	0	0
Certificate / Awareness	Male	15	0	0	0	15
	Female	25	0	0	0	25
	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	2	3
	Female	3	5	3	5
	Others	0	0	0	0
ST	Male	309	321	301	359
	Female	217	251	311	366
	Others	0	0	0	0
OBC	Male	56	54	46	58
	Female	32	58	43	56
	Others	0	0	0	0
General	Male	13	8	9	8
	Female	3	4	5	10
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		633	701	720	865

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. ? The Institution plans to include multidisciplinary courses as per the National Education Policy-2020. The Institution aims to install software on soft-skills, such as Doubling, Babble, Perl and Rosetta etc. to develop communication skills, critical thinking skills and adaptability. The vocational skill based courses will be able to generate self-employment skills and built-up the student confidence which will enable the students' participation with strong determination to the face the challenges of the growing complexity of the world. The institute's objectives are to develop an all round development of students, intellectually</p>
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and physically by preparing to have more multidisciplinary subjects. To identify the programme learning outcome with courses outcome a specific knowledge skills, moral values and professionalism are inculcated. Through adaptation of Multidisciplinary and holistic education with an aims to develop diverse capacities among the students as intellectually, aesthetically, socially, physically, emotionally, interpersonal, humanistic and moral capacities in an integrated manner. b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. ? The long term approaches of all the undergraduate programme of the institution must have an education policy as multidisciplinary approach to integrate Humanities and Arts with Science, Technology, Engineer and Mathematics (STEM) beside the traditional teaching-learning approach. The integration of humanity and science with STEM will create an opportunity for positive learning outcomes by inculcating the spirit of creativity and innovation, culminating to higher thinking capacity, problem solving abilities, improvement in communication skill and increase in social and moral awareness to enhance greater responsibility towards the community. The institution initiates in providing a platform to cultivate a research culture and enhanced holistic and multidisciplinary education approaches for overall learning experience by incorporating more vocational subjects and skill development programme focusing on Outcome Based Education (OBE). The institution adopted holistic approach to integrate the humanities and arts streams with positive learning outcomes. The students learning outcomes creates critical thinking abilities, higher-order thinking and deeper learning, content mastery, problem solving, teamwork and communication skills, improved reasoning, general engagement and enjoyment of learning. c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain The institution plans to offers flexible and innovative curriculum that include credit-based courses and projects in the areas of environmental education and community engagement

	<p>and other services. Environmental education include areas such as climate change, pollution, waste management, sanitation, conservation and sustainable development and living along with universal human values of Truth, right conduct, peace, non violence and scientific temper with moral values, participation in community service programme. Such programme and activities are included in the institutional curricular programme which will be considered as an integrated part of a holistic education and values based education.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>a) Describe the initiatives taken by the institution to fulfill the requirement of Academic bank of credits as proposed in NEP 2020. ? The Academic Bank of Credit referred to as ABC in short, is a virtual mechanism that will deal with the credits earned by students of Higher Education Institutes in India and which are recognized by the UGC. The Academic Bank of Credit (ABC) will allow student of undergraduate degree courses to exist the course and enter within the stipulated period, ABC provide to every student a facility to open unique of individual ABC in digital form. The multiple entry and exist options for student is facilitated at the undergraduate level. It would facilitate credit accumulation through the facility created by the ABC Scheme. The Academic Bank Account opened for students across the country to transfer and consolidate the credit earned by them by undergoing in any of the eligible Higher Education Institution. The initiative taken by the institution to fulfill the requirement of Academic Bank of Credit as proposed in NEP-2020. For the Implementation of Academic Bank of Credit, for multiple entry and exit-point during the end of each year of CBCS credit with the provision towards relevant certification and carry forward the credit earned and stored in ABC, for ease of transfer of credits between other higher educational institution and award of degrees on completion of the stipulated regulations. The institution proposes to fulfill all the requirement of Academic Bank of Credit system in the near future within the administrative setup, and the direction of the affiliating University on the implementation of ABC in the Institution curriculum. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and</p>

	<p>exit during the chosen programme? Provide details. ?</p> <p>The institution has been not able to register for Academic Bank of Credit (ABC) for the session, the affiliating university; Bodoland University has not given the green signal to go ahead and neither implements them. The Institute had been preparing to adopt the ABC taken in account all the necessary facilities to offer unique individual Academic Bank Account in digital form and will access to the Standard Operating Procedure (SOP) for the students. But the concept of ABC a digital store house that contains the information of the credits earned by individual student. The ABC is accountable for opening and validating the academic accounts of the student, through ABC will carry out task of credit accumulation, credit verification, credit transfer and credit of redemption of the student. The student can redeem the credit, rejoin the same or at any other institution in the future and continue their education, and the credit can be redeemed and student can seek admission directly in the second year at any university with greater flexibility for the students to choose their subjects and pursue the course they wants to and the multiple entry and exist option is available.</p>
3. Skill development:	<p>a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework. ? The NEP-2020 is a comprehensive policy document that extensively discusses the revamp of Education. The policy focuses on bringing vocational education in mainstream education. The NEP-2020 suggests that integration of vocational education into mainstream education in all educational institutions. It proposes the revision and revamping of all aspects of education, including the educational structure, regulation and governance to a new system which is aligned with the aspiration goals of 21st century students. The aim of NEP-2020 is generated at least 100 percent of the learners to have vocational exposure through educational institute, to integrate vocational education system under National Skill Qualification Framework (NSQF) for providing training to the dropouts, Bachelor in vocational (B.Voc). The institution has been focusing on locally available raw materials such as bamboo and silk</p>

	<p>worms for handloom and handicraft. For implementation of vocational courses, the Institution will induct local trained weavers and Master-craftsmen on contract basis for the vocational courses. Such vocational courses will enable to student to learn and acquire knowledge in practically as well theoretically. The students' field visits to the designated farms of strawberry, banana and water melon cultivation farms encouraged the students in acquiring knowledge on farming field and introduction of Apiculture as a cluster for training in the institution will benefit the students. The motive behind such field visits is to create an awareness and spontaneous control the development of entrepreneurship skills to make the student confident and the acquired the required skill. b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. ? The National Education policy (NEP) 2020 has given special emphasis on Vocational Education. The vocational education that the Institution integrated for institutional vocational courses are: the Institution integration into the mainstream of vocation education of the of Computer lab which has been utilized for the PGDCA (Post Graduate Diploma in Computer Application) Course. The institution had been imparting training to students to generate Self-employment in Computer Application. The institution is planning to incorporate various vocational courses in the future; the language lab in the institution need to be utilized, by installing language software for soft skill development. The departmental academic activities like power point presentations, Group discussion and Seminar are conducted for the development of Presentation Skill and also help build up the students confident. Through field visit programmes, the students learn basic skill required for plantation, and marketing skill. The Institution with its initiatives of field visit for the promotion of Vocational Education into the mainstream education policies for entrepreneurship. An interaction with the farmers on the field visit session, the student's learns through practical hand on experiences; develop their personal skills, team management skills, and leadership skills.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching

online course):

in Indian Language, culture etc.) into the curriculum using both offline and online courses. ? The NEP-2020 calls for value based learning along with significant curriculum and pedagogical changes. To make the higher education more progressive, response to art and designed thinking or thoughts is essential to improve students' creativity, problem-solving ability etc. Language is inextricably linked to art and culture. Culture is encase in own language. Language must also have consistent official updates to the vocabularies and dictionary. The institution is planning to introduce short term certificate course as 'Study of Vedas' under the department of history. Traditional Knowledge is used from ancient times by tribal people and by indigenous local communities under the local laws, customs and culture. It has been transferred and expanded from generation to generations. The role of traditional knowledge is very important in making a country more developed. The Institution aims to inculcate Indian culture with respect to belief in harmony, allowing student to gain a better understanding of the interaction with other student from various backgrounds. The institution intends to provide undergraduates with a foundational guide to the history, culture and philosophy of India and introduce them to the main themes and debates relating to that history. The culture is make-up of traditional beliefs and way of life. From the most spiritual to the most materialists, the moral values of traditional beliefs are upheld to increase tolerance and opportunities to come together with others. Culture enhances our quality of life and increases overall well-being for individual and communities. The transmission of traditional knowledge across generations is fundamental to protecting and promoting indigenous peoples' cultures and identities and as well as the sustainability of livelihoods, resilience to human-made and natural disasters, and sustaining culturally appropriate economic development. This holistic approach would be materialized only if the affiliating university will provide all the necessary protocol for the enhancement of curriculum. b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. ? Bilingual education helps limited English proficient students develop language skills in their native language.

	<p>Bilingual education is the process of teaching students using two languages. Educators usually teach students in their native language in conjunction with second language utilizing differing levels of the native and second language depending on the requirements specified in lesson plans and teaching models. Skills in students' native language may facilitate their development of skills in English. Teaching and learning of Indian language must be improved to be more experiential and focus on the ability to converse and interact in the language and also on the literature, vocabulary and grammar of the language. The affiliating university also grants bilingual namely English and Assamese.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? ? The institution adopt OBE is an approach focusing and organizing the entire academic programmes and curriculum strategies to enable students to achieved their learning outcomes. The traditional system of education focuses on teachers inputs and presumed that learning has occurred. OBE is focusing on “what the students are capable of doing”. There is clarity on what is to be achieved and that achievement (outcome) is pre-determined. OBE goes beyond usual ‘structured tasks’. It demands the students to actively engaged in the learning process and demonstrate his/her skills through more challenging tasks and higher order of thinking. OBE provides a focus for assessment and help employers understand program benefits. The approached is a student centric of the instruction models that focused on measuring student’s performance through outcomes. The institution initiates to reform the curriculum faces hindrance, as the syllabus is prescribed by the affiliated university. The institution will implement outcome based education system where all the parts and aspects of education are focused on the outcome of the course. The main aim of the course and curriculum is to improve the outcome based education. In OBE the student can learn as per their choice and the courses with a certain goal of developing skills or knowledge. The faculty members are moderators, instructor and guide to the students based on target outcomes. ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning</p>

	<p>practices. ? The Institution efforts to capture the Outcome Based Education (OBE) in teaching learning practices is a student centric teaching methodology in which the courses delivery and assessment are planned to achieve stated objectives and outcome, through evaluation of outcomes at different level. The Institution give thrust on what the student is able to do after completing courses, by empowering student to choose why and how they would like to study. In the regards the design outcome based curriculum by adopting an appropriate teaching learning pedagogical tools and design suitable assessment to measures attainment of the learning outcomes. The CO – OP Mapping; each course having outcomes matches with the programme outcomes after successful completion of each semester. The Bloom Taxonomy check: the Institution applied Bloom taxonomy in the preparation of question paper and allocation of assignment to the students, attainment of OBE. Student support system (SMS) an effective student mentoring system is implemented in the institution. All the student of the institution is under this system in the date of the enrollment in the college. A complete track of the student activities of academic and curricular and co-curricular, extracurricular achievements, social activities and the record of Guardian/ Parent Meet attendance records are maintained</p>
6. Distance education/online education:	<p>a) Delineate the possibilities of offering vocational courses through ODL mode in the institution. ? The Institution have most reliable option for Open and Distance Learning mode (ODL) for vocational courses on weaving (loom) as the local Bodo community are known for weaving their own tradition attires. The Institution having recognized inherent potential to the Bodo community female students. There is a huge scope for opening Vocational Course through ODL mode so as to tap this inherent potential to channelize towards a right direction by enhancing their skills by imparting proper training by expert weavers, the local expert weavers are easily accessible within the locality, and easy accessibility of the craftsmen’ The girl students will be trained on handloom and after completion of the course the institute will provide them yarn for weaving and the finished product could be sold at the</p>

institution, for institutional uniform for Bodo girls namely Dokhana, Sadri etc. female attire. The institution initiates a vocational course in small scale agricultural farming where the interested students can enroll for the vocational courses and get training on plantation and other technical knowledge along with hand-on practice by visiting to various farms and interaction with the farmer, like strawberry, banana, water melon cultivation etc. The institution will have instructional design or plans to make the learning much more interesting in acquisition of various skills development for creativity and development of entrepreneurship b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. The blended learning is a non-formal education system through integrated of various technologies to boost learning and class-room delivery or in short it is a combination of in-personal activities and digital tools which are so designed for various resources for class-room delivery system, to initiate the best possible learning experience. The institution faculty member use projector and blue-tooth enable sound system. The teacher also provides various resources like textbooks, worksheet, and power point presentation. Technology equipped educator with various tools helps student develop a better understanding. The teacher also integrates online resources as a new technology developed; can be added to make the learning more focusing and engaging. The institution have prepared for all new virtual classroom facilities Smart rooms, the college provides each department projector, so that power point presentation are being delivered and the used of smart boards or digital boards, it tremendously help student to get involved and creates better understanding. The Institution central library has software for E-Learning facilities for the student to brows and a self learning is initiated. The institution also have a well furnish air conditioned language lab with net connected desktop computers for the student to learn foreign language by browsing for self learning language self learning in the language lab.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Bengtol college has set up an Electoral Literacy Club (ELC) in the year 2019.
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?	A Coordinator from the faculty members is appointed by the authority of the college. The Electoral Literacy Cell is headed by a Coordinator, and Vice- Principal, Mr. Benedict Hajoary. Since the establishment of the Cell, it has been functional in executing various activities that seek to fulfill its aims and objectives.
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.	The objective of the Electoral Literacy Cell is to educate the student population about voter registration, electoral process and related matters through hand on experiences and to make the voter education and electoral participation right from the young age. To help the target audience understand the value of their vote, to ensure that they exercise their suffrage right in a confident, comfortable and Ethical manner, to harness the potential of ELC members for carrying the electoral literacy in communities. The aims and objectives of the ELC of the institution are to imbibe enthusiasm of Democracy and Nationalism and pass it to the youths that are bound to shape the Nation. The ELC in collaboration with the Election office, Mr. Wahidul Rahaman, Sub- Deputy Collector (SDC) Civil, Chirang, in-charge of election office, District Chirang, BTR, Assam, organized an awareness programme cum demonstration on EVM, VVP and Ballot Unit. Such programme of activity based was held on 25th of March 2021 at the institution campus. The District Election Office organized such programme to enable how to sensitize and create an awareness of the young eligible electors about the process of Registration in the Electoral Rolls during the upcoming Special Summary Revision (SSR) 2022 of Electoral rolls, which will be held between 15th of September and 25th of October 2022.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Electoral Literacy Cell has been taking the initiatives to create awareness for the students and communities with its own capacity and also with the help of District Election Office. The Electoral Literacy Cell organized a unity run and various literary competitions on 25th January to celebrate the National Voters' Day.

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.

The Cell educates the young Students of Institution. So that many of them got registered in the Electoral Rolls as they attend the age of 18 years or more and to secure an IPIC (Electoral Photo Identity Card). The student is also informed about Form 6, Online for young eligible citizen can visit the Mobile App, Voter Helpline or can apply through the website www.nvsp.in. They can also submit form to their Local Booth Level Officer (BLO), an official deputed to all residential areas in the district for the purpose of registration.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
862	720	701	633	676
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 33

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	28	28	28

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
49.70	46.35	36.45	36.40	38.16
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institution assured effective curriculum delivery through systematic and transparent mechanism. The Institution is affiliated to Bodoland University, Kokrajhar and follows the curriculum prescribed by the university. The institution prepares the academic calendar which consists of Curricular, Co-curricular and Extracurricular activities. For effective implementation and delivery for curriculum, the Academic Cell prepares the time table for each academic session. The Principal, the Vice Principal and the HODs of each department address the newly admitted students at the Induction Programmes. This facilitates the new students to engage to learn about the institution policies, processes, practices, cultures and values, various schemes available, such as code of conduct, discipline and extra co-curricular activities. Unit Tests are conducted periodically and the results are discussed with the students in the classroom. Periodical meeting of HODs are held with the Principal to review and discuss the curriculum delivery and timing for conduct of periodical class test, group discussion, seminar, project and Sessional Examination and also review on the teaching plans as well as remedial classes, conducts of seminars etc. Assignments, seminars, project work and dissertations are assigned to students under the supervision of teaching faculty members. ICT are used for effective teaching by the teachers. The departmental study tours and field projects are arranged for students' exposures to practical knowledge.

The scholastic and non-scholastic activities are conducted as per the academic calendar. The review of internal assessment is taken by the principal and academic cell regularly for the implementation of internal assessment process. Examination cell monitors overall internal assessment process and also take responsibility for sending information to the University about the students' internal assessment marks for the final examination. Each department has to submit the compliance of the academic calendar as per of their annual submissions. The teaching plan consists of Teaching and Evaluation schedule for assigned papers. The schedule of internal evaluation is planned in consultation with the Head of the departments. For the continuous evaluation system at the college level, the academic calendars are followed. Evaluation of teaching involves collecting evidence, from various stakeholders, for the purpose of improving the effectiveness of the teaching-learning process. A successful evaluation generates outcomes that are valid, reliable and indicate directions and action for development. An effective and robust curriculum sets quantifiable goals and keeps track of student development throughout the year. With this support, teachers have a greater understanding of what is going on in the classrooms, students know where they stand, and parents are informed and a part of the educational culture. The IQAC compiles the input received from various departments and a comprehensive plan is prepared and uploaded in institution website. Various stakeholders are aware of the continuous internal evaluation of every department of the institution. The institution collects the feedback from the student and analyzed by using different parameters. Any discrepancies identified are considered for correction and suggestions are taken for further improvement.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)	
Response: 4	
File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2 Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years				
Response: 8.35				
1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
96	24	60	60	60
File Description	Document			
Institutional data in the prescribed format	View Document			

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum
Response:
The institution affiliating to the university which prescribes the syllabus and curriculum. The institution emphasizes all the issues and takes the following steps:

1. **Gender:** The Institution organized various programmes on the issues of women and girl students, health awareness, women empowerment, seminar on women's rights, and celebration of women's day under the flagship of women cell. The girl students are also involved in Student Union, various cultural activities and in games and sport. The NSS Unit has been proactive in conducting different extension activities. The students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective not only in institution premises but also in adopted villages. The theme of major gender issues are focused and addressed through the activities like save girl child campaign, Anti-trafficking etc. Women Cell organized awareness programmes on the topic- 'Legal Rights of Girl Child' by inviting senior advocate, Ms. Indira Basumatary and Ms. Jaishree Owarly.

1. **Environmental and Sustainability:** NSS Unit of the institution promotes environmental protection through plantation and other sustainable development programmes. NSS organizes various activities in the nearby villages during the special camp such tree plantation, cleanliness drives organized to create awareness about nature, biodiversity and environment sustainability. Such activities are initiated by the institution to save environment through such programme as observation of world environmental day, sanitation and waste management, Renewable Energy and environment awareness campaigns and Social Service in around Bengtol area and other public places. In this way the institution implements Swachh Bharat and tree plantation programme contentiously.

2. **Integration of Ethical and Human values:**

Programmes conducted under NSS, Social service and Green Audit Cell, and some departments help to inculcate human values amongst students. To create scientific approach and social awareness among the students, seminar and group discussion are organized by each department. Celebration and observation of National festivals like Independence Day, Republic Day serve as a platform to inculcate patriotic and moral values. Various social activities initiated by institution like Health and Hygiene awareness programme, Eye Check up camp and Mask distribution etc.

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

Response: 11.95

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

Response: 103

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

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

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

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 81.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
335	352	293	241	253

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
400	400	400	300	300

File Description

Document

Institutional data in the prescribed format

[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: 98.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
862	720	701	633	676

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

2021-22	2020-21	2019-20	2018-19	2017-18
850	700	700	700	700

File Description	Document
Institutional data in the prescribed format	View Document

2.2 Student Teacher Ratio

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

Response: 26.12

2.3 Teaching- Learning Process

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

Response:

The Institution provides an effective platform for students to develop latest skills, knowledge, attitude, values to shape their behavior in correct manners. For enhancing learning experiences the faculty members adopt many measures and ways and means such as lecture method, interactive method, project and field work method, computer-assisted method, experimental method etc. The conventional green-boards are also used by the teachers in classroom presentation. Teachers are also encouraged for power point presentations and computer-based learning. All the departments conduct innovative programs which stimulate the creative abilities among the students and provide them a suitable environment to nurture their problem-solving skills and ensure participative learning. The use the ICT makes learning interesting besides the conventional oral teaching methods.

Student Centric Methods Practiced are:

- 1. Project methods:** The departments provide an effective platform for students to develop the latest skills, attitude, and values to shape their behavior and stimulate the creative ability of the students and ensure participative learning. The project work stimulate student's interest on the subject and provide student an opportunities of freedom of thoughts and free exchange of different views. As per the requirement of syllabi, the project work is assigned. The department implements student-centric methods to enhance the lifelong learning skills. The project work motivates student's interest on the subject and provides student an opportunity to develop new ideas and thoughts and practical knowledge with free exchange of views.
- 2. Interactive methods:** The faculty members make learning interactive with students by motivating student participation in group discussion, seminar, discussion on questions and answers pattern etc. The faculty members make learning interactive with students by motivating student participation in group discussion, role-play, subject quiz, news analysis, educational games, discussion and

questions and answers on current affairs, etc. Class room discussion in various topics is done under features. The interaction in the class definitely encourages students for active participation in the classroom delivery.

3. **ICT Enabled Teaching:** ICT enabled teaching includes Wi-Fi enabled class rooms with LCD, Language Lab, Digital Class rooms, etc. The institution adopts modern pedagogy to enhance teaching-learning process. The institution has the adequate essential equipments to support the faculty members and students. The institution has the essential equipments to IT support the faculty members and students. The teacher purposefully engage with the student in direct experience and focused reflection in order to increase knowledge, develop the skill “learning by doing”.
4. **Problem solving methods:** The department encourages students to acquire and develop problem-solving skill through the deliberation on various topics, participate in different technical such as interactive with the student and in group discussion, debate and interactive methods in the form of question and answers, and project presentation.
5. The Department organizes Student seminars where the students present papers on various topics relating to concerned subjects to enrich the learning experiences. The students develop technical skills while presenting papers in seminars and enriched the vocabulary or soft skills in particular.

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	33	28	28	28

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

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

Response: 76.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	23	23	23	21

File Description	Document
Institution data in the prescribed format	View Document

2.5 Evaluation Process and Reforms

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

Response:

The institution has transparent and robust process in terms of frequency and modes. The institution ensures transparency in internal assessment; the internal assessment marks are communicated with the students. The Principal and the faculties hold meeting to ensure effective implementation of the continuous internal evaluation process. Admissions are given on the merit basis and the merit list of the students is displayed at notice board. The courses are assessed continuously through various evaluation processes framed by the institution and university level. Continuous evaluation is made through group discussion, assignment submission, Unit Test, Field work report and Seminar presentation. The performances of students are communicated to the students. For transparent and robust for internal assessment the following mechanism are conducted by examination committee.

1. Question Paper Setting
2. Conduct of Examination
3. Result Display
4. Communication to the Students regarding their Internal Assessment Performance

The Internal Assessment creates interest among students towards learning and attending the classes and the attendance has been increased, active participation in various co-curricular and extracurricular activities for the development personality. Through seminar presentation the communication skills improved. In this way mechanism of internal assessment is transparent and robust.

The institution initiated a complete transparency in the internal assessment. The faculty members inform the students about the various process of assessment during the semester. The institutions academic calendar defined the internal assessment test schedules and they are also communicated with the students, the department faculty member ensured proper conduct of the test and evaluation is done by the concerned faculty members within a week from the day examination. The teacher distributes evaluated answer scripts to students and any clarifications or grievances are addressed by the teacher. The internal marks are displayed on the notice board. If any discrepancy like mistakes in question paper, mark allocation, correction is noticed by the students, the concerned teacher will resolve the discrepancy, and the necessary

corrections will be made. If a student is not satisfied with the marks awarded even after resolved by the teacher, then he may present the same to the HOD concerned. The corrected answer papers of the students are distributed to them for the verification by the students and any grievances are redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board. The examination cells collect the internal tests marks obtained by the student and upload on the university web portal along with the enrollment numbers. The institution appoints two assistant officers in charge (AOC) for smooth conduct of final examination. If any grievances are faced by any student they are solved by the institution's principal who is the centre officer in charge. The grievances such as revaluation etc. are forwarded by the principal to the university examination section.

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:

Programme Outcomes (POs) which are managed by the college is displayed in the college notice board. However, as the college is affiliated to Bodoland University, the Programme Outcomes (POs) and Course Outcomes (COs) are maintained by the university and these are displayed through the concerned university website. Such news are also linked through the college website so that the stakeholders can view it. Besides this, the concerned authority of the college and department also communicate and share such outcomes through students whatsapp group, email etc.

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

The Programme Outcomes (POs) are the knowledge, skills and attitudes that student should have at the end of the course. PO and COs are evaluated. The Programme outcome must be observable and measurable and impart knowledge in science as basic objective of Education. The COs is focused on demonstrable behaviors rather than what the student knows, thinks, understands and appreciates. While the course outcomes (COs) are the outlines of the significant curriculum and assessment theories, model and research in the higher- education sectors and the COs are direct statements that describe the essential and enduring disciplinary knowledge, abilities that student possess and the depth of a course. The faculties' help students learn more effectively, providing clear direction for education when making instruction and assessment decision.

The programme outcomes (POs) are the knowledge, skills and attitudes that students should have at the end of the course. Pos are measured through Course outcomes (COs) indicating knowledge and skills acquired at the end of the course. The results of each course are based on COs and POs. The assessment of COs and POs are matrix analysis and attainment analysis with an aim to give an effective strategy for analysis with the aim to give an effective strategy for evaluation of COs and POs, beginning with the formation of evaluation of COs and POs, beginning with the formation of COs using Bloom's Taxonomy through this method by using students performance, the internal assessment gives credit to the final

assessment, it also reduces the burden related to the final examination. Such periodic assessment act as a link that provides students performance. It allow student to learn continually, assignment, and the feedback after the examination from the students. All these factors comprises as the attainment of the course. The used of Bloom's Taxonomy method assists in the creation of effective lesson Plans, quality question paper setting and it promote the consistent application of learning the expectation. Learning objectives, to measure their attainment. For the faculties to grade students work in a more consistent, reliable and unbiased manner thereby identifying the strength and weakness and be more objective about their own quality of works through reflecting through consistency in evaluating students' work. The outcomes based approach necessitates a paradigm shift or an important change that happens when the usual ways of thinking about in a new along with innovative and different ways that provides a positive constructive and critically in the mindset of the student.

The behavioral outcome of the students is assessed. Semester exams for the courses having semester pattern. The analysis of students' performance in internal tests is done. Maximum 15 marks are allotted on internal examination and 5 marks on overall performance of the students which is added to their result. Analysis of terminal exam results is also done. After the analysis, strategy for improvement is made for implementation. All the assessments are analyzed regularly.

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

Response: 79.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
164	169	91	140	170

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

2021-22	2020-21	2019-20	2018-19	2017-18
194	200	119	186	219

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 299.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	5.37	14.62	180	0

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:

The Institution provides conducive environment for the promotion of Innovation and incubation. An incubation center is a place for students to develop their research ideas and access resources to help launch entrepreneurship skills. The Institution provides a range of services such as mentorship, adviser or guide and access to resource, technology and finance. The incubation centre also offers co-working spaces, networking opportunities and other resources to help the student trained up as entrepreneur's opportunities and the other resources to help entrepreneurs start their business. The students of the institution are provided an opportunities to directly interact with expert or outstanding entrepreneurs excelling in their particular field of trade, such as strawberry cultivator, Banana cultivator etc. the entrepreneur interact with the student on the technological aspects, seed or sapling collection, plantation method, precautionary measures and marketing skills of the product such as packaging etc. The institution engaged the services of the local farmers who are accomplished farmers and arranged for interaction Session for the students at the designated plantation forms. The student are exposed to the practical fields in the following discipline, Strawberry, mushroom culture, banana and Apiculture. The institutional initiative on field visits and interacts with the experts nurture exposures and directly sharing the expertise knowledge and through on spot activities. Through such motivation, the institution provides skills based trainings for the student so that they may become self-employed or a good entrepreneurs. The institution envision and encourage to promote innovation through proper understanding of the eco-system and training practically involve in shaping the young mind through creation of interest and curiosity to the learner mind to come up with the

innovative ideas.

2. Intellectual Property Rights.

For the promotion of Research, extension and training emphasis on Intellectual Property Rights, the Institutional Research Cell took incentives for innovation on Academic research students' project and field visit reports along with various seminar and workshops for creation of awareness in the field of intellectual property right. The Institution seeks to provide guidance to faculty member's non teaching staff, and students on intellectual rights and the institution encourage and provide a beneficial for research and growth or development. The institution also facilitates, and promote for research by academic autonomy and defense in establishment of property rights. The institution focus to encourage, inspire and nurture young student by supporting them to work in new ideas to incubate and facilitate technology development and implementation. The institution conducts entrepreneurship programme and activities by providing training by experts for development of entrepreneurship among the students. And State Level Workshops and seminar on intellectual property rights.

- 1.A. *Workshop on Intellectual Property Rights (IPR) with special emphasis on Copy-Right and Plagiarism on 27th 2021.*
- 2.B. *the Career Counseling Cell organized one day counseling programme on the Importance of Soft-Skill on 2nd February 2021.*
- 3.C. *one day seminar on Academic Writing and Plagiarism on 29th June 2022. D. Lecture talk on Importance of English in Personal Development, 16th June 2022.*

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: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	8	1	0	1

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

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

Response: 0.03

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

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

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 1.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	3	14	20	5

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

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

Response:

The institution organizes a number of extension activities to promote community and students to sensitize the students towards community needs. An Extension service that promote inclusive growth and empowers communities and other vulnerable sectors through research and Rights based extension programmes and activities in collaboration with Govt. and Non-Govt. agencies, towards attainment of sustainable development, and mould integrated personalities for the students to ensure that they are socially aware and engaged in the neighborhood society. The students participate in social service activities leading to their overall development. Through NSS unit, the institution undertakes various extension activities in the

neighborhood community. The NSS organizes various activities at the adopted village, addressing social issues which include cleanliness, tree plantation, through construction of temporary culvert, road construction, Social interaction, Eradication of superstition, Beti Bacho Beti Padhao, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check up camp, Veterinary guidance, Farmers meet, Awareness about farmer's suicide etc. The extension activities sensitize the students to develop social values recognized their responsibilities, knowledge on societal issues, problems by making them to involve with the community other than NSS unit of the institution organizes various extension activities as tree plantation, Road safety awareness, Ekta divas for health, Save fuel save country programme, Swachhta Abhiyan, National equality awareness. To change the outlooks of the people as well as to develop the individuals along with social and cultural development of the communities.

Other than NSS unit the various departments of the institution are conscious about their responsibilities for shaping students into responsible citizen of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Plastic eradication, Voters awareness, Blood group test, Health check -up camps, Blood donation camps, free eye check up camp, etc. The community development is a movement design to promote better living for the whole community with the active participation and on the initiative of the extension Cell. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating and development of personality of students such extension activities mainly based on the needs and interest of the people, extension activities encourages people to take action and work out their own solution for their problem and some of the activities in the Skill enhancement for better livelihood opportunities, infrastructure development such as approach road, Education, health services in the community.

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

Response:

Bengtol college organises various extension activities with the purpose of uplifting the surrounding areas. Apart from the NSS unit of the college, the college has an active Extension Cell which arranges and organises extension activities. Although, the college has not received any such awards, the NSS volunteers have received certificates of appreciation from Gauhati University NSS Cell for their active participation and extension activities.

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: 79

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	18	6	10	7

File Description	Document
Institutional data in the prescribed format	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: 9

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institutions have adequate physical infrastructures for an academic requirement for facilitating teaching- learning process. Institution provides proper facilities a safe working environment for teachers as well as students for their physical and emotional health. Facilities like Library, classrooms and play ground are also established as being important factors that influence significantly growth in the academic spheres. The institution encompassed as well maintained grassy green campus areas is 19 acres or 30 Bigha of land ensuring adequate availability and optimal utilization of physical infrastructure for teaching and learning activities. The institution had 31 class-rooms, out of which ten are ICT enable classrooms and one ICT language Lab. These classrooms and Conference hall are well equipped along with computer and internet facilities. The institution also has football ground with gallery, volleyball and kabbadi fields/court, besides these there is indoor stadium for Badminton and Institutional gymnasium and a auditorium. Thus the institutions have an adequate infrastructure to garner all the requirements to facilitate teaching learning process. The institution provides sufficient infrastructure for providing the importance of Extra-curriculum and the support system. The NSS Unit along with the Social Service Cell helps in maintaining the campus clean. The institution campus is maintained neat and clean campus. The institution has well equipped physical and technology enabled infrastructure. ICT enabled classrooms and one ICT enabled Language lab. The college have Seminar Halls, an auditorium, these halls are regularly used for conducting National and International seminars, students' seminar etc. The students are encouraged for involvement in paper presentation and PPT, and Group discussion. The class rooms have spacious seating arrangement with systematic and ventilated rooms with Black Boards, White Boards. Apart from this an auditorium and Conference Hall with ICT enable and Gymnasium and Indoor stadium and football field with open Gallery.

The institutions have adequate facilities for Games and sport, gymnasium and indoor stadium and cultural activities. The total areas of the institution comprised of 10 acres. The institution has large playgrounds with the provision for multiple games such as Athletics, Football, volley ball, table tennis, Kabbadi, and Badminton indoor stadium and Gymnasium and auditorium for cultural activities. Inter-department games and sport competitions are organized regularly every year for students. Special classes for self defense are organized for female/girls students. Students' present cultural programme in the annual College week and cultural rally comprising of all communities with full traditional attires rally cum competitions are held annually during the college week. The institute celebrates Independence Day, Republic Day, Gandhi Joyanti and Teacher Day by unfurling National Flag and flower tributes and also by observing social service to honour such occasion.

Thus, the institution, with its compulsory courses and the continuous evaluation scheme, integrates sports and extra-curricular activities as essential components in the curriculum. The campus is Wi-Fi enabled with 23x7 internet facilities for the students and the staffs. This is done not only for participation but also for assessment of students.

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
49.70	46.35	36.45	36.40	38.16

File Description

Document

Institutional data in the prescribed format

[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Dr. APJ Abdul Kalam, the Central Library of the college is rich enough with adequate number of textbooks, journal, magazines and e-resources. There is reading rooms for students and faculty members separately. Reading rooms are spacious with the capacity of 90 persons at the first floor. The library is registered with INFLIBNET and is fully Automated. It has reprographic facility which renders service at subsidized rate for the students and the staff. The Central library is fully computerized by automating the issue of books with barcode reader. The library resources are available for self learning at the library. In each new academic session, the library conducts the library orientation programme to respective students, specially the new comers. The central library is to provide access to information in all formats in order to support the teaching-learning, research and a hub for personal development for the students' future career. The library offers an integrated and dynamic environment for conducting academic and research activities. The availabilities of multiple copies of books and ensured the resources are easily available in Reference Section in the library. The central library is Wi-fi enable and under CCTV surveillance. The library had installed automated self-service Kioks to enable the users to issue, return and re-newal books on their own. The students have library access card, ensures the issue and returns of books. There is a library Management committee, and it acts as an advisory committee for the smooth function of the library for

procurement and purchased etc. The library had spacious seating arrangement and a calm ambience for learning.

- Name of ILMS software: SOUL
- Nature of automation (fully or partially): Fully Automated
- Version: 2.0
- Year of Automation: 2017

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The institution gives priority to its infrastructural development and is its timely up-gradation for adequate IT infrastructure which is an essential to impart quality education. The Institution IT facilities include Wi-Fi. There are digital technological facilities available in the institution. Each and every Department had been provided with one highly configured Desk-top computer and for conduct of digital class there are 10 smart classrooms, 1 language Lab. A well equipped computer lab is also functioning in the institution. The institution campus and the library are provided with the Wi-Fi connectivity. The institution had well equipped computer lab where the student can access to the lab facilities. The institution is planning for Wi-Fi connection to the newly constructed building. The institution provides free Wi-Fi inside the institution campus. There is an open access of Wi-Fi connectivity to all students and staffs members of the institution. Each and all the departments of institution are provided with computer and other accessories such Digital devices, Projector, Bluetooth enable Speakers. Each department ICT classes are regularly maintained the IT facilities to help students for effective learning through virtual learning environment. The institution IT facilities are formatted in regular basis and Anti-virus is regularly installed in the entire computer. All computers have Wi-Fi connectivity (WISTECH) including the principal office, administrative office room, IQAC and Library. The Institution has 14 CCTV installations in every statistics areas and in some corridor and halls, for 24x7 surveillance. For power back-up a Diesel generator set and Solar energy are used. The institution deployed biometric attendance system to keep record of the employee's presence in the institution.

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

Response: 15.96

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

Response: 54

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
49.70	46.35	36.45	36.40	38.16

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 33.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
275	290	240	185	201

File Description

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: B. 3 of the above

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

Response: 14.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
404	107	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

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

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

Response: B. 3 of the above

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: 27.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
74	73	42	33	31

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

2021-22	2020-21	2019-20	2018-19	2017-18
194	200	119	186	219

File Description	Document
Institutional data in the prescribed format	View Document

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

Response: 4.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	3	3	6	4

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 2

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

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

File Description	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: 125.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
131	496	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The Bengtol College Alumni Association (BCAA) was formed in the year 2013 with different Aims and objectives:-

(i) To develop and maintain links among members of the alumni and enhance the image of Bengtol College through Self-enrichment, career development and role model in the society.

(ii) To assist needy students of Institution by contributing to their academic requirements, such as books allowances and financial help advanced to the circumstances deemed necessary.

(iii) To provide incentives such as rewards to the best alumni based on proven record of significant contribution to society. Since its inception the Association has been rendering services by organizing various types of programmes and activities to the institution as well as towards the society. However, the BCAA was registered in 2021 under the Society Registration Act, 1860. Since the Registration, the Bengtol College Alumni Association has been actively working for helping out the students through various activities like- Books distribution to the needy students, awarding to the meritorious students of the institution, counselling programme and contribution towards institutional infrastructure development. On 10th December, 2021, the Alumni Association has organized Career Counselling Cum Motivation Programme at Subhahar High School. A good number of students of class IX and X actively participated in the session and made the programme a grand success. The Alumni Association circulates information about job opportunities available in different career options. The association also motivates the students for career enrichment by arranging motivational lectures by eminent personalities and opportunities for training through MSME, Guwahati. Mr. Sudeep Basak, Technical Consultant, T.R.T.C. Guwahati was invited as a resource person to motivate and encourage students to reap the available training opportunities at MSEM-TRTC, Guwahati. The Association also contributed in terms of both Cash and Kinds- a sum of rupees 1 lakh and 10 number of desks and 10 number of benches. The institution's Alumni Association plays supporting and constructive role.

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 institution on the nature of governance, perspective plan and participation of teachers in the decision making bodies:

Vision: To impart quality education for generation.

Mission:

1. To generate quality students with positive attitude and tolerance.
2. To sensitize against the blind belief, faith and evil practices of the society.
3. To maintain academic excellence for generations.
4. To provide easy access to higher education to the people of rural and backward areas.

The vision and mission of the institution defined distinctive characteristics for addressing the need of the society with the vision for future generations and objectives for providing platform in nurturing the students in building up leadership qualities for the future generation. The vision and missions are tuned with the objectives of higher education. The formal and informal arrangements in the institute to coordinate the administrative and academic planning along with the implementations signified the efforts in achieving the institutional vision and mission by providing provision for quality education to the underprivileged and rural areas students. The action plans are formulated in lined with policies under guidance of GB Members Principal, Vice-Principal, IQAC, and Student representative and the same incorporated into strategic plans for effective implementations. The Principal along with G.B members insured policies and action plans for attaining mission of the institute. The principal makes action plans in consultation with faculty members to review outcomes from the implementations of action plans through consultation and meetings and consultation with various cells and committees. Through participative management, the faculties are involved in various decisions making for the institution.

The effective leadership is visible in the institutional practices such as decentralization and participative management. The institution follows the academic calendar prescribed by the university. The University in tune with the university Academic Calendar framed Institutional Academic Calendar, which prescripts about admission, internal assessment, extra-curricular activities, various events and holidays. The Principal of the institution pursue the faculty members and HODs in all academic matters. He encourages HODs and faculty members to ensure proper academic environment for congenial students centric. The plans and

policies for the fulfillment of the mission of the institution are executed by the faculty members. For this purpose IQAC and sub cells had been constituted in the institute with the objectives for implementation of various programmes and policies. The institution promotes participative management and runs on a decentralized management process, where different cells of the institute are given responsibility for the governance of the institute as to their specific task allocated. Such decentralized and participative management system brings about harmony and congenial atmosphere in the institute for the overall academic development. The principal along with the faculty members and staffs are involved in the process of decision making and its implementation. Principal approved the suggestions and proposals from the faculty members and cell coordinators and transforms them to practice in the institution. The institution has successful and effective decentralized and participative management that are clearly evident.

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 institutional strategic and perspective plans are effectively deployed by focusing on current trends in the higher education. The strategic plans to make an assessment for students, faculty members, employers and plan for social outreach programmes for the people of the region in the vicinity of the institution. The institute has students' centric approach, plans are projected for considering the short term, medium term and long term development plans. The university approved curriculum is strictly adhered, the faculty member are encouraged to take up short term courses to enhance their technical abilities, encouraging research and entrepreneurship. Alumni engagement and social outreach programme targeted to help people of the neighbouring areas. The activities are planned at the beginning of the every academic year through academic calendar and other suggestions from faculty members. Institution develops multidisciplinary innovation ecosystem, project based learning for students. Publishing papers by the institution encourages faculty members and students to do the same, project paper, PPT presentation and also encourages participation conferences; organize workshop, training for faculty members and organizing conferences. Introduce certificate and faculty exchange programme and various activities of respective departments. Industry and field survey, alumni interaction, purchase of Language Lab and computer centre equipment with the software purchase etc. Periodically training of non teaching staffs is provided.

Number of paper published in ISBN and ISSN had increased and students' involvement in institution magazine has also improved. More students from socially deprived section of society were exempted with minimal admission fees and free admission for BPL category student, a scheme under the Govt. of Assam, is implemented. Regular interaction with alumni helps students to decide on their future course of education and professional. Number of faculty members pursuing doctoral programme has increased. The implementations of plans are then discussed in the HODs meeting with the principal, followed by approval from the management.

The university formulated the corporate policies for higher education to be followed by institution. The principal is the academic head, ensuring the proper conduct of all academic, extension activities and responsible for all financial matters. The GB of the institution nominates faculty members in the

Governing bodies to strengthen the management functions of the institution. The programme courses and activities are periodically evaluated by the institution for proper implementation.

There are various cells focusing on specific tasks and roles in the institution. The executive leadership has shared with the Vice Principal, HODs, students Union, and IQAC Coordinator. The Vice Principal is an academic in-charge and helps in academic affairs. The examination cell adheres to the rules and regulations of the evaluation system, the institution have evaluation Centre, under Bodoland University. Examination evaluation centre for all BA Semesters examination paper. The institution management appointed the faculty to participate as the student, colleagues, alumni and staff as the management are all involved in academic, social and community activities as volunteers. The Grievances and Redressal cell have been formed for the both staffs and students.

6.2.2 Institution implements e-governance in its operations

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

Response: B. 3 of the above

6.3 Faculty Empowerment Strategies

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

Response:

The Institution effectively implements the welfare schemes for teaching and non teaching staffs. The institution makes arrangement for availing all the government schemes such as gratuity, NPS, Earned leave, maternity leave, medical leave, leave for pursuance of Ph.D, Project or Conference, permission to attend FDP such as orientation programme, refresher courses and short term courses etc. for the career development and progression of the teaching staffs.

Institution provides financial support for organizing workshops and seminars both at the National and International level. Wi-Fi facilities are accessible for the staffs and students inside the institution campus. Provision of Indoor game facilities is made for staffs to relax physically and mentally. Various other training programme such as research project and publications for teaching paternity and periodical training Ms-Office for non teaching staffs and operating fire extinguisher training for non teaching staffs are arranged.

The institution has performance based appraisal system for the assessment of teaching staffs through the PBAS (Performance Based Appraisal System). The appraisal report is based on the annual performance of the employee on the basis of their academic, research and other extra co curricular activities. All the teaching faculty members filled the prescribed format PBAS for self-Appraisal. This system encourages them to make excellent performance in teaching and learning. The institution has PBAS for an assessment of teaching staffs. This format (PBAS) is filled by the employee in a given contains for main parts. Part-I

general instruction, Part-II Academic performance, Part-III other related information and Part-IV commends on the self-assessment by higher category includes teaching-learning and evaluation activities. Category-2 Co-curricular, extracurricular and professional development related activities. Category-3 includes research and academic contribution Category-4 summary of API to be filled by teaching faculty. HODs revised the prescribed format to assess the attitude, behavioral and professional aspects of the faculty concerned. In the last part is the evaluation by the principal, IQAC takes up the task as per the requirement and sent it to the higher authority for the conduct of DPC. A fair and consistent appraisal process reflecting common professional expectations will contribute to increased respect for the principal and Vice principal. The performance appraisal model provides Principal and Vice Principal with the processes and procedures that will support ongoing professional growth and development in their leadership and in turn, have a positive impact on student achievement, equity and well-being. A fair and consistent appraisal process reflecting common professional expectation and contribution to the staffs.

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: 1.33

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

Response: 84.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	85	11	12	4

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16

File Description	Document
Institutional data in the prescribed format	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)****Response:**

The Institution had a mechanism for conducting Internal and External audits on the financial transaction to ensure financial compliance. The institution 'Planning and Audit Cell, conducts internal audits of financial transaction annually. The Cell thoroughly checks all the income and expenditure details and the compliance report of internal audit are submitted to the management of the institution through the Principal. The external audit is conducted once in every year by an external agency. Mr. Ajoy Deep Das. Chartered accountant (CA) a reputed firm and proprietor, Guahati, checked and verified all the transactions. The mechanism used to monitor effective and efficient use of finance resources before the commencement of every financial year. Principal submits proposal on budget allocation by considering recommendations made by various quarters to the management. Institution budget includes expenses such as salary, electricity bill, internet bill, maintenance cost, stationery other consumable charges etc., and non-recurring expenses like equipment purchases, furniture and other development expenses. The expenses will be monitored by the Planning and Audit Cell as per the budget allocation made by the management. In the process of internal audit, all vouchers are audited by planning and audit cell on yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The process for external audit is that the account of the institution is audited by chartered accountant regularly as per the norms of the government rules and regulations. The institution did not come across with any major audit objections during the preceding years. The mechanism practiced is transparent in financial matters. The audited statements are duly signed by the authorities of the management and chartered accountant.

The institution had designed some specific rules for the fund uses and recourse utilization.

1. Mobilization of funds: The students' tuition fees are the major sources of income for the institution. Fees charged as per the university and government norms from the students.
2. Salary Grant: The Institution receives salary grant from the government. Grant includes salaries for the full time teachers and non teaching staffs. For this, institution prepares an annual budget of the estimated salary grant required to the government.

3. UGC Grant: Under 2F and 12B. UGC Act and permanent affiliation to the university. The institution receives grants from the RUSA for the development and maintenance of infrastructures like classroom, new buildings, extension of library buildings, Language Lab, Text books etc.
4. Fund from Stakeholders: The Institution receives funds from individuals and alumni and also from library annual membership.
5. Government and Non government agencies: Various government and non government agencies sponsored events like National seminars, workshops etc.

Institution resource mobilization policy and procedures are like sponsorships sought from individual and corporate for skills development.

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:

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. The IQAC attempts persistently to bring out the total quality and persistent focus on imparting quality education through its innovative, comprehensive and flexible education policy. The Internal Quality Assurance Cell comprehends all aspects of the institutes' functioning. IQAC of Bengtola College was constituted on 13th March, 2013. It has been performing the following tasks:

1. Improvement in quality of teaching and research by regular inputs based on students' feedback.
2. Provides various inputs towards administration for efficient resource utilization and provides best practices.
3. The IQAC has immensely contributed towards the implementation of quality assurance strategies and processes at all levels. Gives suggestions on teaching and administrative performances on the basis of feedback analysis. The IQAC regularly meets held after every two months.

The IQAC prepares, evaluates and recommends' the following approval by the institute and government secretary authorities.

- a. Annual Quality Assurance Report (AQAR)
- b. Self Study Report
- c. Performance Based Appraisal System (PBAS) for Career Advancement scheme (CAS)
- d. Assisting in preparation of Annual Confidential Report(ACR)

e. Feedback Analysis

The IQAC planned, organized and executed the steps to include the preparation of quality manuals in the areas of key performance indicators and consulting with the process of the entire functioning of the institution. Through the suggestion of the IQAC the up-gradation of ICT enable classrooms and various reforms are being initiated, such as white board projector screen etc. The IQAC in coordination with the administration and have been contributing towards enhancement teaching- learning process.

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms. The IQAC continuously reviews and takes steps to improve the quality of a teaching learning process. The institution prepares academic calendar and circulates mentioning about the admission, summer- winter vacations, examination schedules, declaration of results etc. All newly admitted students have to attend orientation programme compulsorily. The student learning outcomes are review through tutorial, seminars, field works/project and internal assessment test, continuous evaluation in the teaching learning process and various co-curricular activities. Students are appraising of the time table, programme structures and syllabus before the commencement of semester classes. The departmental WhatsApp group for each semester is mandatory to keep the students updated. The Principal makes random visit to ensure smooth functioning of the classes. IQAC regularly prepares feedback forms for the students to give feedback. Appropriate steps are taken to enhance teaching learning process. Feedback is properly analyzed through IQAC Feedback Analysis committee; an improvement on the basis of feedback is implemented under the initiative of IQAC recommendations. The use of ICT tools has become an integral part in teaching learning process. IQAC initiated and encouraged teachers to utilize ICT tools in academic delivery system. Each department is allotted with one projector and audio system (Bluetooth enabled sound system). To enrich ICT infrastructures the administration has purchased, Broadband internet Wi-Fi facilities.

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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:

Measure initiated by the Institution for the promotion of gender equity and Institutional initiatives to organize national and international commemorative day, events and festivals etc. Institution had a strong ethical work culture and observed high ethical standards in administrative affairs of the institution. Equal opportunities are provided for all individuals irrespective of religion, race, caste, creed etc. Safety and security along with gender equity adherence of strict disciplines in the working of the institution. International Women's day was observed with the theme "Gender Equality Today. For a sustainable Tomorrow" recognizing the contribution of women and girls who volunteer for climate change, adaptation and mitigation to build more sustainable future for all. The women cell organized lectures by inviting eminent person. To amplify the existing gender inequalities and put women's live and livelihood at risk, as women depend more on, yet have less access to natural resources and often bear disproportionate responsibility for securing food, water and fuel. The women cell in this regards organized One day Lecture on "women Rights in Parental property. The institutional Gender sensitivity had an inherent value in the cultural ethos of the institution. Through various measures like Security check post at the campus entries, Anti-ragging are strictly implemented. Institution has hostels for both boys and girls with appropriate security arrangement. The institution campus is under surveillance (24x7) thirteen numbers with CC Cameras are installed at prominent locations. A complaint-Suggestion box is arranged to receive grievances from the students. The institution had common rooms allocated separately for boys and girls with basic facilities. The Doctor chamber is available with a qualified physician on requirement or on demand. The institution promotes sensitization through co-curricular activities, workshops, seminars, guest lectures, counseling etc. The Institution organized 'Self- defense (Karate) training for the girl's students. Self defense techniques empower them to be more than what they believe they can.

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

- 1. Green audit / Environment audit**
- 2. Energy audit**

3. Clean and green campus initiatives**4. Beyond the campus environmental promotion activities**

Response: A. All of the above

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

Response:

The institution had initiated in providing an inclusive environment to promote better education, economics, social awareness and sense of communal harmony. The institution uphold equality of all culture and tradition, student of the institution belongs to deferent caste, religion and tradition without any discrimination with educational opportunities for the development of their personalities, promotion of equality, diversity and inclusion helps ensured that the students is able to learn in an environment where all aspects of their identities are recognized and respected. The institution under the mission Unnat Bharat Abhiyaan (under Ministry of HRD), two villages in Bengtol area have been adopted, to conduct activities for the socio-economic development. The institution has conducted lectures series in these villages on environmental and ethical awareness and on degradations of environment through deforestation and urbanisation. The institution adopted two primary schools Durgapur Sudempuri LP School and Salbari Bathabari LP school. In this villages institution organized extension activities through NSS unit of the institution as part of education social responsibilities. The NSS Unit of the institution organized special camp at Durgapur Sudempuri addressing various needs and problems in the adopted village through economics survey, education awareness, and plantation programmes and provides fencing school boundary in the adopted school. The approach road repairing, cleanliness and sanitization and health awareness have been conducted in the area to raise socio-economic awareness. This had created an inclusive environment in the institution and towards the society. The Institution celebrated cultural Rally and College week, Constitution day, National voting day etc. to imbibe tolerance and harmony of the students.

The institution is committed to promote ethics and values amongst students and faculty members. The institution organizes national festivals, anniversaries of great Indian personalities and local as well.

1. The Constitution days is celebrated on 26th November. Political Science department HOD and Vice Principal delivered lectures on Constitution'
2. The Institution inculcates a feeling of oneness among the student community through various practices and programme.
3. International Women's' Day is observed on 8th March. Women Cell organized symposium on the topic of gender Equality Today for the Sustainable Tomorrow and was also held on the topic Legal Rights of women's by inviting various expertise and advocates.
4. World Environment day is also observed on 5th, June.
5. Teacher's day is observed birth anniversary of Dr. Sarvepalli Radhakrishnan.

6. International Yoga day is observed on 21st June. By hosting Yoga session as initiated by Government of India on the theme-Azadi Ka Amrit Mahotsav to celebrate and commemorate 75th years of Independence and glorious history of its culture and achievements.
7. Gandhi Jayanti is observed on 2nd October to mark birth anniversary of Mahatma Gandhi to spread the message of truth, peace, and trust amongst the students.
8. Rashtriya Ekta Diwas is celebrated on birth anniversary of Sardar Patel as National Unity Day.
9. Bodo Literary Day is observed (Bodo Thunlai Jwnwm San) on 16th November as birth day of Bodo Literary Day.

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:

1. Improvement of Teaching through Digital Mode of Teaching

1. Objectives of Practices:

Adaptation of ICT and innovative method in teaching-learning process. All teachers have adopted modern pedagogy to enhance teaching-learning ICT in the class room delivery system. Ensuring completion of syllabus courses through ICT adoption in class room teaching by transforming the traditional mode of teaching-learning and inculcates the student's participation increment in the process of learning. The institution had the essential equipments to support the faculty members and student in the field of ICT.

1. Context:

Sluggish and quick coverage of syllabus at the end of the semester are done away with an appropriate and timely completion of syllabus through the adaptation of ICT facilities. The attention and attendance of the class had increased and the teachers also have enough time for early coverage of syllabus and students becomes more aware of the syllabus context and comprehensive from this teaching and learning process and the students are encouraged to participate in problem solving ability in class room delivery.

1. The Practice:

This is to make use of the resources available of digital content in the institution. The Academic Calendar of events and holidays are prepared and uploaded in institution Website for information of the students and the general public. In time syllabus coverage with enough time to comprehend the topic and assimilation of the facts through power point presentation, home assignment, class test, and evaluation. Virtual classes induce larger and easier information sharing through ICT class content. The institution has ten class rooms with ICT ready and all the departments are provided with projector and Bluetooth sound system to enable for ICT classes.

1. Evidence of Success:

This practice has become essentially for the teacher to adapt to the latest pedagogic technique in view with ICT in classroom delivery. The students are motivated for extensive interaction and participation in the process of proper guidance and practical knowledge acquired by the students is increased. As ICT enable learning, seminar, PPT Presentation, workshop, academic projects etc., course gradation is done to enable the students to achieve their academic fulfillment.

1. Problem interfered and resource required:

Adapting to the new technology by all the teachers has been a challenge at the initial stages. However, with the proper training provided by institution and individual commitment the use of it has been easily overcome.

II. Title of the Best Practice: 1. Adoption of village and School

The College adopted a village named Salbari Bathabari Village and the two schools named Maozizora L.P. School and Bikrampur Sudempuri L.P. School that are situated nearby the college. The institution focused on the intervention in the domain of quality enhancement, academic and infrastructure development, social change, through acceleration of the social responsibility of the college.

2. Objective:

The main objectives of the Best Practice are as follows:

1. To bring holistic changes and growth among the villagers and students through the provision of necessary supports, motivation, guidance and awareness programmes.
2. To make the adopted village and schools as the model in carrying positive messages in the surrounding areas to bring about change.
3. To strive in achieving the quality of life and education by changing the existing social realities and to bring a balance between the two aspects.
4. To create healthy relationship between the college and villagers thereby to disseminate values and social responsibility through such engagements.

3. The content:

The content is designed primarily to upgrade the quality of life and education among the villagers and the students belonging to weaker section of the society. The college had forwarded possible help and assistance towards the development of the schools' basic infrastructure such as walls, culvert and the like corrugated iron roof. The college conducts periodic assessment at the adopted village and schools the outcome and fulfilment of the objectives. The arrangements of different activities will positively seek to motivate and inspired the villages and the learners in bringing a positive knowledge based change. It will not only add values to the stakeholders but will also be effectively instilling moral and social responsibilities among the students.

4. The Practice:

The College primarily seeks to bring social transformation in the region through the engagement of such

social responsibility. It has designed plan and policy for achieving the set objectives. It has organized various activities which seek to disseminate knowledge and enhance quality among the stakeholders. Some of them to be mentioned here are – Educational Awareness, Plantation Drive, Cleanliness Drive, Awareness programmes on health and hygiene, Sensitization against blind and superstitious belief, awareness against Drug addiction, socio-economic survey and motivation, repairing of village roads. Extra and extensive classes are also conducted at both the adopted schools by engaging the selected students of the college. The college has supported and supplied adequate materials to both the adopted schools in replacing the roof of the school class rooms and fencing the boundary wall with bamboo splitters.

5.Evidence of success:

It has brought social transformation as desired by the college and is instrumental in reshaping and uncovering the capacities of the villagers and the learners of the two schools. It has also developed the educational environment in both the adopted schools. The frequency of the class attendance of the learners has also improved. The organization of various programmes particularly Educational Awareness programme has brought educational consciousness among the parents of the village. The villagers recognised the benefit of health and hygiene consciousness. Emphasising on awareness on self employability skills and their scope for better livelihood also became relevant and productive for the villagers.

6. Problem Encountered and Resources Required:

The major problems that hindered for the organization in the implementation of the practices are due to the lack of financial allocation and funding. However, despite of the tight budget, the college managed to allocate minimal financial budget for the social outreach programmes for local community. The NSS Unit of the college is allocated meagre amount of financial support through which most of the expenses incurred during the programmes are handled.

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:

The Institution provides tremendous thrust and priority through active initiative and implementation of diversity, inclusion and integration in the areas distinctive to our vision “to impart knowledge for generation”. The institution distinctive and priority thrust on an overall development of all the section of the students accordingly the institution functions in an innovative and distinctive in our works programmes. The institution’s curriculum delivery in a systematic and strategic transparent mechanism, formative assessment is done to identify any discrepancies, which are validated in all positive aspects. However, if there is any confusion immediate clarification is given by the concerned faculty members to address the issues and to make them clear their doubts. Since the institution is in a rural area and the rural students normally lack parental education and lack of public transportation and the population comprised homogeneity of language, culture customs and to correct the attitude, the institution focus on information dissemination, sustained communication which results in mass awareness amongst the section of the

students and towards the society as well. The society which still views education as a privilege and not as necessity. The students of our institution are from the rural areas of the Bodoland Territorial Region (BTR) and most of our student belongs to illiterate families, mostly from economically and socially backward classes and it is evident that some of our students are first generation learners in higher education. The institution through adaptation of unique pedagogy the faculty members make learning interactive with motivation, student participation in Group discussion, question and answer analysis. ICT enabled teaching, availability of Wi-Fi within the campuses, smart class rooms and a language lab. The institutions also offer PGDCA and six month free certificate course namely certificate course in computer Education. The institution is a platform for inculcate confident building and the sources of awareness on issues like gender equality, social environment and provide an opportunity to the rural student especially the rural girl students to pursue the higher education the underprivileged girls to empower them and inculcates the students an awareness of the value of a holistic education and an empathy. The girl students participated in every curricular, extracurricular and extension activities through the NSS unit, extension cell give priority to the girl students for stage performance in the form of trope, singing and dance etc. in any programmes conducted at the institution. The registration of girls student is significantly high as per the record the number of girls' student's enrollment is higher than the boys in admission registration. Such opportunities help to develop their academic as well as professional, cultural, social consciousness, alertness, responsive as they have the potential with proper practices that they can exhibit in various fields. The institution initiation for preservation of endemic orchids have plantation of orchids is practice. The institution also provides provision of weaving traditional attires of Bodo girls at the wearing centre. The need for the preservation and integration of endemic medicinal plant within the campus. So that the institution could important traditional knowledge along with the modern education spontaneously to give quality to the generation. The college provides Karate/Self defense training for girls, yoga and various other programmes related to Beti Bachao Beti Padao by conducting lecture series organized by women cell, by inviting eminent women personalities to address on various issues like girls trafficking, women right to properties and on health and hygiene. The career counseling and placement cell also inculcate students on various career prospects. The girls are also enrolled and actively participated in the NSS and social service cell and also evolved in various outreach programmes. The cultural cell provides the girl students with an opportunity to participate in various cultural and literary competitions. It is also notice that girls' involvement in percentage wise is more or less the same with boys and sometime more than boys' student in strength.

5. CONCLUSION

Additional Information :

Bengtol College is a higher education institution located in the Bodoland Territorial Region (BTR) of Assam, India. Bengtol College was established in the year 1981. It is affiliated with Bodoland University. The college is recognized under Section 2 (f) and 12 (B) of the UGC Act 1956, New Delhi in the year 2009. The college offers undergraduate courses in various disciplines, including Arts and Management. It has a dedicated faculty. The college caters to a diverse student population, primarily consisting of students from the rural areas of the Bodoland Territorial Region. The enrolment of students, including both boys and girls, reflects the college's commitment to providing educational opportunities to the underprivileged and marginalized sections of society. Bengtol College encourages students to participate in extracurricular activities alongside their academic pursuits. The college organizes cultural events, sports competitions, and various clubs and societies to promote the overall development of students.

The college actively engages in social initiatives and community outreach programs. It adopts villages and undertakes activities for their socio-economic development. These initiatives include educational campaigns, awareness programs on environmental issues, plantation drives, and infrastructure improvement in primary schools.

Bengtol College emphasizes creating an inclusive and equitable learning environment. It strives to ensure equal opportunities for students from diverse backgrounds, irrespective of religion, caste, or creed. The college promotes gender equity and takes initiatives to empower female students through various programs and facilities. The college has an active alumni network that serves as a valuable resource for current students. The alumni association organizes events, workshops, and mentorship programs to facilitate knowledge sharing and career guidance.

Concluding Remarks :

Conclusion:

Over the years, Bengtol College has made significant contributions to education and social welfare. It offers undergraduate programs in Arts, and management with a dedicated faculty and a focus on student-centric teaching methods. The college places great importance on inclusivity, providing equal opportunities to students from diverse backgrounds. Bengtol College actively engages in extracurricular activities, cultural events, and sports competitions to foster holistic development among students. It also undertakes social initiatives, adopting villages and working towards their socio-economic progress. The college's commitment to quality education and its contributions to the community have earned its recognition. Bengtol College strives to provide a conducive learning environment, promote inclusivity, and prepare students for a successful future. It is committed to continuous improvement and development. The college plays a significant role in providing quality education and holistic development opportunities to students. It continues to make efforts to overcome challenges and fulfill its mission of imparting knowledge to future generations.