SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BAOSI BANIKANTA KAKATI COLLEGE

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781311
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Baosi Banikanta Kakati College, founded in 1971 through the tireless efforts of Late Mahendra Mohan Choudhury, a prominent freedom fighter and political figure, stands as a testament to the rich cultural and educational heritage of Assam. Named after Dr. Banikanta Kakati, a distinguished scholar and academician, the college symbolizes the fusion of local identity and academic excellence. Situated amidst the serene landscapes of Baosi, away from the urban hustle of Barpeta town, the college serves as a beacon of education for the rural populace. It has consistently attracted students seeking higher education in lower Assam, maintaining its allure for nearly five decades. With a focus on contemporary educational initiatives and holistic student development, the college has achieved 52 years of academic distinction. Currently, Baosi Banikanta Kakati College caters to approximately 1,800 students across various disciplines, including Arts, Science, and Computer Applications, at both Higher Secondary and Undergraduate levels. Despite facing numerous challenges, the institution has persevered, earning recognition from the NAAC with a B++ grade in its second cycle. Notable academic achievements include top state rankings by students like Ms. Gitika Talukdar and Ms. Kangkana Talukdar in the H.S. Final Examination. In line with its commitment to inclusivity and social responsibility, the college provides stipends to students from economically disadvantaged backgrounds, as well as those from marginalized communities and remote areas. Additionally, it offers modern amenities such as separate RCC hostels for male and female students and a well-equipped library, fostering a conducive learning environment. Embracing its role in societal development, Baosi Banikanta Kakati College has adopted the motto "SEARCH FOR TALENT AND ITS NURTURING." This underscores its dedication to identifying and nurturing the potential of every student, regardless of their background, while also upholding its accountability to the community. Through its unwavering commitment to academic excellence, inclusivity, and social welfare, Baosi Banikanta Kakati College continues to shape the minds of future generations and contribute to the educational landscape of Assam.

Vision

To uplift knowledge, skill, and morals of young generation for an equitable and advanced society.

Mission

1) To achieve excellence in higher education by incorporating new inputs and new techniques.
2) To impart skill based and career oriented knowledge and education.
3) To promote physical, cultural and moral development of the students.
4) To work for inclusive education and especially for participation of women and backward rural communities in higher education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college boasts several institutional strengths that contribute to its reputation and the holistic development of its students:

- The campus is spread over an area of 20 acres, which provides a serene and conducive environment for learning and extracurricular activities.
- Competent and dedicated faculty members who are committed to delivering high-quality education and fostering student success.
- The institute offers choice-based credit course under NEP 2020 curriculum framework with flexible options for elective and optional subjects to cater to students' diverse interests and career goals. Besides, the institute has strength of offering short term add-on courses.
- In its limited capacity, the college is equipped with ICT enabled classrooms to usher an environment for better teaching-learning.

- Our commitment to best teaching practices has resulted in a gradual increase in the quality of student results.
- The college has equipped libraries in the Department of Anthropology, Education, Botany, Chemistry, Physics, Zoology and Computer Science. Besides, there is also a language laboratory.
- The college provides ample scope for learners with diverse provision of learning resources. It has once central library housing journals, periodicals, and over 20,000 textbooks and reference books. Apart from the college is a member of NDLI and also subscribed to NLIST through which learners can gather required learning resources.
- The institute features conference rooms for meetings and seminars, common rooms for boys and girls with recreational facilities and a canteen.
- A large playground, an indoor stadium, and recreational facilities ensure students have ample opportunities for physical fitness and leisure activities.
- A 4.3-acre fishery and agricultural land not only generates income but also offers practical learning experiences for students in these fields.
- The campus is under constant CCTV surveillance, has two high-capacity silent generators for uninterrupted power supply, and provides campuswide WiFi access.
- The presence of NSS and NCC units allows students to engage in community service and develop leadership skills. The cultural archive preserves and promotes cultural heritage. The institute also has a distance learning centre of Krishnakanta Handique State Open University, which provides distance education at undergraduate and postgraduate levels.

Institutional Weakness

The college faces several weaknesses that need addressing to improve its infrastructure, facilities, and overall operational efficiency:

- The need for a modern science building and well-equipped laboratories limits the support for advanced scientific research and practical learning.
- The absence of dedicated spaces for lectures, community events, and large scale cultural activities restricts our ability to host significant events.
- The incomplete boundary wall raises security concerns and compromises the overall campus integrity.
- The lack of a well-maintained botanical garden limits hands on learning opportunities for students studying botany and related fields.
- The absence of a physical education teacher hinders the promotion of physical fitness and structured

- sports activities among students.
- Understaffing in certain departments affects the quality of education and restricts the range of courses and support available to students.
- The lack of residential quarters for the Principal, teachers, and non-teaching employees impacts their convenience and may affect their overall productivity and engagement. staff retention and satisfaction.

Institutional Opportunity

The college has several opportunities to enhance its offerings and overall impact:

- The institution has opportunity in introduction of income-generating and employable courses such Pisciculture, Piggery, and Poultry Farming, Weaving and Tailoring, Carpentry, Vermicomposting and Horticulture
- Upgrading the playground to meet national standards will provide students with a high-quality space for sports and physical activities, promoting health and wellness. Additionally, it can open opportunities for hosting regional and national sports events, raising the institution's profile, and attracting more students.
- Introducing regular postgraduate courses in various subjects such as English, Education, Botany, Physics, Chemistry, and Zoology will cater to the growing demand for advanced education, attracting a broader range of students and enhancing the institution's academic reputation.

Institutional Challenge

The college faces several institutional challenges that need addressing to enhance its effectiveness and support its mission:

- Traditional Mindsets: Many students and their families are influenced by traditional rural mindsets, which can limit their aspirations and willingness to embrace new educational and career opportunities. Overcoming this inertia requires concerted efforts to inspire and motivate the community about the benefits of modern education and professional growth.
- Economic Backwardness: The economic hardship prevalent in the surrounding rural areas affects students' ability to afford higher education and access necessary resources. This economic disadvantage can limit students' academic performance and participation in extracurricular activities, necessitating increased financial aid and support programs.
- Flood-Prone Location: The college is situated in a low-lying, flood-prone area, posing significant risks to infrastructure, and disrupting academic activities during the rainy season. Developing flood mitigation strategies and resilient infrastructure is essential to address this challenge.
- Distance from Main Road: Located approximately 2 kilometers from the main road, the college is connected by a road that is often in poor condition. This hampers accessibility and can deter potential students and staff. Improving the connecting road and transportation facilities is crucial for better accessibility.
- Lack of Placement Opportunities for Degree Holders: The institution faces a shortage of placement opportunities for graduates, affecting their transition from education to employment. Establishing strong industry connections, career services, and internship programs is necessary to enhance employability and job placement for our students.

- Constraints on Faculty Research: Tight academic schedules and insufficient infrastructure facilities hinder faculty members' ability to engage in research activities. This lack of research output can impact the institution's academic reputation and innovation potential. Providing dedicated time for research, improving research facilities, and offering grants or incentives for research are important steps to encourage and support faculty research.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Baosi Banikanta Kakati College as an affiliated Higher Educational Institution solely depends on Gauhati University for legitimising academic and administrative process including preparation of curriculum and its role is limited to implementation of curricular aspects. Its engagement with curricular aspects is limited to mainly in its implementation. The college meticulously designs for curriculum implementation involving principal, teachers and students. The routine committee entrusted by the Principal prepared central routine at the beginning of every academic year in accordance with the credit requirements of course curriculum for both theory and practical classes.

The head of all the departments designs teaching plan after distributing the modules of the syllabus with the concerned teachers in such a way that the syllabus can be completed in due time. While designing the teaching plan, the academic calendar is consulated for smooth implementation of the curricular aspects. The academic calendar considers both the academic calendar and holiday list published by Gauhati University.

The teachers play the role of guide and facilitator using audio-visual and traditional method of teaching for effective classroom transaction. of curriculum. Evaluation of the progress of the students is made at the end of each semester through an examination conducted by the university. However, there are assignments, project works, field studies and sessional examination held time to time in between.

With the introduction of Choice Based Credit System (CBCS) from the academic year 2019-2020, a student enjoys better opportunity to choose from a pool of subjects across the Science and Arts streams. Understanding the development of skills and competencies of the students, the curriculum incorporates the skill enhancement course in fifteen departments of the college. Besides, recently the college also introduced a few certificates courses to enrich the curriculum to a considerable extent.

Since, curricular aspects determine the state of the institution and the future course that it will take, hence evaluation of the curriculum and its transaction is made by obtaining feedback from different stakeholders. The analysed feedback is then sent to appropriate authorities as and when required for modification or rectification.

Teaching-learning and Evaluation

The college follows a transparent admission procedure, strictly adhering to the government's reservation policies. Since 2020, the college has been transitioning to an online admission process to make it more convenient for students. Additionally, in line with the Government of Assam's directive, free admission is provided to all students living below the poverty line. The college offers Major or Honours programs across all departments, as well as regular BA and BSc courses for students who are unable to pursue Honours programs.

Recognizing the diverse geographical, economic, and social backgrounds of its students, the college takes deliberate steps to address this diversity. Each year, departments organize Student Induction Programs to help new students acclimate to the college environment. To further support students, tutorial groups are formed to assist slow learners and address the specific needs of advanced learners.

The teaching approach at the college emphasizes collaborative, interactive, and participative learning over traditional blackboard and lecture methods. Seminars, presentations, field studies, and projects are integral components of the curriculum. Furthermore, teachers continuously integrate the latest technology-oriented teaching techniques into their methods, extensively using online platforms like Zoom and Google Meet. The college's website now features a student-friendly interface with integrated Google Meet, which effectively addressed the challenges of holding virtual classes during successive lockdowns.

The college's evaluation mechanism is transparent and time-bound, consisting of internal and external assessments. Continuous internal evaluations are conducted throughout the semester, while external evaluations are carried out at the end of each semester according to the guidelines of the affiliating university.

In terms of faculty recruitment, an empowered committee of seven members, formed by the Academic Registrar of Gauhati University, oversees the process. The final appointment of an Assistant Professor is made following the guidelines of the Directorate of Higher Education, Government of Assam, with approval from the DHE, Assam.

Research, Innovations and Extension

While the college is primarily focused on teaching, it has made significant efforts to promote research and innovation. Among its 47 sanctioned teaching positions, 23 Ph.D. holders and 11 are NET-qualified teachers, who are actively engaged in both teaching and research. These faculty members regularly share their research findings through publications in journals indexed in Scopus, Web of Science, and the UGC Care List, as well as through contributions to books and edited volumes. To foster a strong research culture, the college has established a Research Cell dedicated to promoting and developing research initiatives.

Over the past five years, the college has organized webinars, national and regional workshops, and a variety of institutional activities, including popular talks and seminars. These events have provided platforms for both faculty and students to engage with cutting-edge research and academic discussions.

Students are also actively involved in research through project work and field studies. For instance, students and faculty from the Physics department have developed LED bulbs and sensor-based power-saving measures for electric fans. Additionally, the Zoology department has been involved in the production of organic manure through vermicomposting.

The college's Institution Innovation Council encourages students to undertake research and innovative projects, further fostering a culture of inquiry and creativity. Beyond its academic responsibilities, the college is committed to the socio-academic development of its surrounding community. It has adopted nearby schools and villages, focusing on their development as part of its institutional responsibility. These activities help instill human values, empathy, and a sense of community and gender sensitivity among members of the college. The NSS and NCC units of the college has been playing seminal role in this field.

Infrastructure and Learning Resources

Baosi Banikanta Kakati College ensures that the available infrastructure facilitate not only the academic growth of the institute but also burgeoning demand of students through optimal utilization of its resources. The institute has adequate infrastructure and physical facilities to cater to the needs of increasing number of students and teachers. The total campus is spread over an area of 43490 sq. mtr. Out of which the total build up area is 4800 sq. mtr which accommodates academic block, administrative unit, residential unit for students, indoor stadium for games and sports, and a college canteen. The institute has open space and pond which accomodtes add-on courses of the institute.

There are 29 classrooms having wifi facility out of which 4 rooms are equipped with LCD facility. There are 9 departmental laboratories. There is one room with Interactive LCD Screen and one room installed with interactive board. There are 4 portable projectors and all the classrooms have provisions for projectors for presentations and audio-visual mode of teaching.

Each department in the college is equipped with a computer for departmental use in addition to the computers in examination control room, IQAC Cell, RUSA cell, KKHSOU office, administrative office, computer laboratory, and library. The whole campus is Wi-Fi enabled (BSNL Broad band) and can be used by both students and teachers.

The Central Library of BBK College (Hridayananda Choudhury Library) is an integral support system of the college comprising a fully air-conditioned area of more than 2400 sq feet. The library has four compartments with individual study cabinets with a capacity of accommodating 60 students at a time. The library has a separate teacher reading room with a capacity of accommodating 10 faculties at a time. A Digital Reading room with 6 Computers is also being established. The whole library is connected to the internet through Wi-Fi. The library has a separate periodical section with group discussion tables and a newspaper stand. Near the main entry there is the beautifully designed circulation counter along with two dedicated kiosk, one for OPAC and the other for online attendance tracking. The library also has a Property Counter for all the users. The library is automated using KOHA software with barcode system.

Student Support and Progression

To support students learning and progression, Baosi Banikanta Kakati College provides freeships and scholarship to the students as per the guidelines of Govt. of Assam. The total number of freeship beneficiary from the year 2018-19 to 2022-2023 is 3745. The total number of students provided with various scholarships from the session 2018-19 to 2022-23 is 1134.

The college has a Grievance Redressal committee that actively orients the students on grievances, and also supports them and resolves their grievances. The college has not experienced any major ragging related incident and no case has been lodged against any student.

Some students of the institutions have also cleared various competitive exams like NET, SLET, CTET, TET and APSC. The students from the Self Defence Club of the college won a number of prizes at state and national level competitions.

Anti-Ragging Committee of the college takes all the preventive measure to stop ragging inside the college campus. The college website is being developed through which students can lodge their grievance online.

The Alumni Association of the college contributes to the development of the institution mainly through support services and also financially. It supports the academic mission of the institution by organizing events and activities that appeal to a wide range of alumni interests, including social gatherings, cultural events and educational programs.

Governance, Leadership and Management

The institution's governance reflects strong leadership that is in line with the college's vision and mission. By upholding the highest standards, the college is dedicated to its vision statement, "To uplift knowledge, skill, and morals of young generation for an equitable and advanced society". The college aims at fulfilling the mission of achieving excellence in higher education by incorporating new inputs and techniques, imparting skill based and career oriented learning, promoting student's physical, cultural and moral development and working for inclusive education of women and backward rural communities.

Baosi Banikanta Kakati College has effective welfare measures for both teaching and non-teaching staff to uplift and boost their capacities, to ensure that they are provided with a healthy work environment and are given the necessary support and resources to perform their duties effectively.

The college always encourages and provides opportunities for the professional development of teaching and non-teaching staff to enhance the knowledge, skills and abilities of employees in order to improve their job performance and increase their effectiveness in their roles.

Skill enhancement programmes, like the use of ICT, are organized for both teaching and non-teaching staff. The faculty members are temporarily released from duty to participate in Faculty Development Programmes/ Refresher Programmes/ Orientation Programmes/ Short Term Courses.

Baosi Banikanta Kakati College has strategies for resource mobilization and its optimal utilization. The prime source of funds for the college is Government grants, which comprises both Central and State Government Funds in various heads of accounts, such as funds from RUSA, reimbursement of admission fees, Salary grant, Hostel fees, funding for NCC and NSS, etc. Fund is also generated from self-financing courses like BCA, PGDCA and MA. Besides, the college also generates financial resources internally by leasing out its existing ponds.

The quality assurance strategy of the college is prepared by IQAC in accordance with the mission and vision of the college. In formulating quality assurance strategy, different guidelines of University Grants Commission and Government of Assam were consulted. While preparing quality assurance strategies, emphasis was given on the recommendations of the last cycle of NAAC accreditation and the Perspective Plans of the institute. For preparation of quality assurance strategies, inputs were taken from different stakeholders of the college.

Institutional Values and Best Practices

Gender equity and sensitization have been taught in accordance with the prescribed syllabus of of Gauhati University. For instance, the departments of Political Science, Education, and English offer various courses on

Women's Studies, including Women's Power and Politics and Human Rights, Women, and Society, and Women's Writing respectively. The college has a Women's Cell that deals with various issues in order to raise awareness about women's safety and security as well as work toward women's welfare and empowerment.

The institution strongly believes in inculcating values that promote responsible citizenship as reflected in the Constitution of India. The institution recognizes the importance of nurturing individuals not only academically sound but also socially responsible. To achieve this, the institution has a range of activities that aim to promote and encourage responsible citizenship. These activities include community service, awareness campaigns, workshops, and seminars. The institution encourages students to participate in community service projects promoting environmental sustainability, and supporting social causes.

The institution has adopted "Preserving Literary Heritage through Manuscript Collections" and the practice of "Vermicomposting" as best practices.

The preservation of manuscripts in a college setting serves multiple critical purposes. First and foremost, it educates students on the significance of manuscript preservation and highlights the crucial role that Indigenous Knowledge Systems (IKS) play in enriching cultural heritage. By understanding the importance of preserving these documents, students gain a deeper appreciation of historical and cultural contexts, ensuring that this knowledge is respected and valued. By organizing and maintaining these collections effectively, BBK college plays a vital role in the stewardship of our shared cultural and intellectual heritage.

BBK College is embarking on a vermicomposting initiative as part of its broader effort to promote eco-friendly practices on campus. The college, situated in a region with a rich agricultural heritage and a strong emphasis on environmental education, is ideally positioned to serve as a model for sustainable waste management. The main objectives are to foster a sense of environmental responsibility and community engagement among students, faculty, and staff, to promote a sustainable waste management practice on campus, to provide students with practical experience and knowledge about sustainable agriculture, composting processes, and the role of worms in soil health and to produce high-quality compost that can be used to enhance the soil fertility of campus gardens and landscapes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BAOSI BANIKANTA KAKATI COLLEGE
Address	VILL- NAGAON, P.O.- NAGAON, DIST- BARPETA
City	NAGAON
State	Assam
Pin	781311
Website	www.bbkcollege.co.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Pradip Das	09435-111624	9435111624	-	principalbbkc@gmail.com
IQAC / CIQA coordinator	Gopal Kumar Sarma	09706-366016	7002974192	-	gopal101@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Assam	Gauhati University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	24-08-2006	[View Document](#)
12B of UGC	28-12-2021	[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 Instit ution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	VILL- NAGAON, P.O.- NAGAON, DIST- BARPETA	Rural	10.69	4620

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Anthropology,General Course	36	Higher Secondary or equivalent	English + Assamese	82	82
UG	BA,Anthropology,Honours Course	36	Higher Secondary or equivalent	English + Assamese	30	29
UG	BA,Arabic,General Course Functional	36	Higher Secondary or equivalent	English + Assamese	10	9
UG	BA,Arabic,Honours Course	36	Higher Secondary or equivalent	English + Assamese	10	4
UG	BA,Arabic,General Course	36	Higher Secondary or equivalent	English + Assamese	10	9
UG	BA,Assamese,Honours Course	36	Higher Secondary or equivalent	Assamese	47	47
UG	BA,Assamese,General Course Elective	36	Higher Secondary or equivalent	Assamese	111	111
UG	BA,Assamese,General Course	36	Higher Secondary or equivalent	Assamese	111	111
UG	BA,Economics,General Course	36	Higher Secondary or equivalent	English + Assamese	15	15
UG	BA,Economics,Honours Course	36	Higher Secondary or equivalent	English + Assamese	15	12
UG	BA,Education,Honours Course	36	Higher Secondary or equivalent	English + Assamese	37	37

UG	BA,Education,General Course	36	Higher Secondary or equivalent	English + Assamese	155	155
UG	BA,English, Honours Course	36	Higher Secondary or equivalent	English	12	12
UG	BA,English, General Course	36	Higher Secondary or equivalent	English	20	20
UG	BSc,English, General Course	36	Higher Secondary or equivalent	English	20	20
UG	BA,Hindi,General Course	36	Higher Secondary or equivalent	English + Hindi	3	3
UG	BA,Hindi,Honours Course	36	Higher Secondary or equivalent	English + Hindi	3	3
UG	BA,History, Honours Course	36	Higher Secondary or equivalent	English + Assamese	8	8
UG	BA,History, General Course	36	Higher Secondary or equivalent	English + Assamese	23	23
UG	BA,Philosophy,General Course	36	Higher Secondary or equivalent	English + Assamese	53	53
UG	BA,Philosophy,Honours Course	36	Higher Secondary or equivalent	English + Assamese	8	8
UG	BA,Political Science,General Course	36	Higher Secondary or equivalent	English + Assamese,English + Bhili\/Bhilodi	112	112
UG	BA,Political Science,Honours Course	36	Higher Secondary or equivalent	English + Assamese	41	41
UG	BSc,Botany, Honours	36	Higher Secondary or	English + Assamese	25	25

	Course		equivalent			
UG	BSc,Botany, General Course	36	Higher Secondary or equivalent	English + Assamese	119	119
UG	BSc,Chemistry,Honours Course	36	Higher Secondary or equivalent	English + Assamese	26	26
UG	BSc,Chemistry,General Course	36	Higher Secondary or equivalent	English + Assamese	185	185
UG	BCA,B C A,	36	Higher Secondary or equivalent	English	8	8
UG	BSc,Mathematics,Honours Course	36	Higher Secondary or equivalent	English + Assamese	22	22
UG	BSc,Mathematics,General Course	36	Higher Secondary or equivalent	English + Assamese	118	118
UG	BSc,Physics, General Course	36	Higher Secondary or equivalent	English + Assamese	103	103
UG	BSc,Physics, Honours Course	36	Higher Secondary or equivalent	English + Assamese	25	25
UG	BSc,Zoology ,General Course	36	Higher Secondary or equivalent	English + Assamese	110	110
UG	BSc,Zoology ,Honours Course	36	Higher Secondary or equivalent	English + Assamese	34	34
PG	MA,Assamese,Assamese	36	BA in Assamese	Assamese	5	3
PG Diploma recognised by statutory authority including university	PGDCA,B C A,	36	Under Graduate	English	15	14

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				18				29			
Recruited	0	0	0	0	5	13	0	18	11	11	0	22
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	5	5	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	12	2	0	14
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	7	3	0	10
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	2	0	7	3	0	17
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	8	3	0	3	7	0	21
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	4	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	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	467	0	0	0	467
	Female	649	0	0	0	649
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	10	0	0	0	10
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	9	0	0	0	9
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Certificate / Awareness	Male	122	0	0	0	122
	Female	128	0	0	0	128
	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	18	20	32	9
	Female	10	21	19	12
	Others	0	0	0	0
ST	Male	1	1	1	0
	Female	1	8	5	3
	Others	0	0	0	0
OBC	Male	13	14	8	13
	Female	11	15	9	8
	Others	0	0	0	0
General	Male	260	298	225	221
	Female	177	267	275	262
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		491	644	574	528

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	• The vision of the institution to transform itself into a holistic multidisciplinary institution is to uplift knowledge, skill, and morals of young generation for an equitable and advanced society. • The institution follows the curriculum of Gauhati University and offers choice-based credit courses for both the streams, which are flexible and innovative, and some of the courses in Physics, Chemistry and Mathematics provide aspects of STEM. Besides, the institution also provides compulsory multi-disciplinary course, Environmental Studies for both the streams integrating STEM with humanities and science. • The institution offers flexible and innovative curriculum under choice-based credit

	courses. The students of the departments like Philosophy, Assamese, Anthropology, Hindi and Education conduct community projects and activities by engaging local community as a part of the curriculum. Moreover, during the programme period, all the students are also involved in environmental project pertaining to Environmental Education with the help of local community. • The institution will offer multidisciplinary flexible curriculum, which enables multiple entry and exits as per curriculum based on New Education Policy following the guidelines of Gauhati University. As an affiliated institution of Gauhati University, the college always adhere to the guidelines of the University and which will be followed in future. • The institution plans to carry out more research projects in future by encouraging faculty members to undertake multidisciplinary research for the solution to society's pressing issues along with providing PhD supervision for creating a holistic research endeavour. • As a part of the existing CBCS curriculum, the institution provides multi-disciplinary course and will provide such courses in future promote multidisciplinary / interdisciplinary approach in view of NEP 2020.
2. Academic bank of credits (ABC):	Baosi Banikanta Kakati College is affiliated to Gauhati University and the institute has taken initiatives to fulfil the requirement of Academic Bank of Credits as proposed in NEP as per the guidelines of Gauhati University. In order to enable students to accumulate and transfer credits earned throughout their stay in the institute, the institute has made mandatory for students to register their names in abc.gov.in portal from the session 2023-24. This will allow students to easily track their academic progress and transfer credits between institutions. The institute has conducted orientation programmes on NEP and ABC at the start of the session to raise awareness among students and faculty about the benefits of ABC. This is important to ensure that everyone understands how ABC works and how it can be used to improve student learning. The institute has introduced many new courses that are aligned with the ABC credit framework from the current session.
3. Skill development:	The college is located in a socially deprived categories dominated rural setting and as such understands the need for skill development.

	Understanding the need for imparting skill education to the young generation, in its limited capacity the college has introduced two skill development courses under Assam Skill Development Mission. These courses require internship and industry linkage for exposure of the students to technical aspects of the industry. The college also runs certificate courses in Microsoft Office, Beautician and Kungfu. All these efforts promote multidisciplinary approach and help in the preparedness for implementation of NEP. The institution has already provided various skill enhancement courses for students following the syllabus of Gauhati University under CBCS system. The institution has a plan to initiate more skill enhancement courses in its own and course under NEP based curriculum of Gauhati University.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute offers courses that integrates topics related to Indian Knowledge System (IKS), such as Classical and Contemporary Indian Philosophy, Assamese and Indian Culture and Tradition and certificate course in Yoga. Students get an opportunity to learn about the rich cultural and intellectual heritage of India. Vernacular language is used along with English as medium of instruction. The institute has a Cultural Archive to preserve and celebrate the cultural heritage of our society and ensure its continuity for future generations. The cultural archive also has a collection of books on traditions of different communities. The institute also organizes cultural processions each year to enable students to showcase their cultural heritage and traditions, while also learning about cultures of others. This helps to promote tolerance and understanding among students belonging to different cultural backgrounds. Cultural competitions are held in various traditional song and dance categories to promote cross cultural understanding. Field works are arranged by various departments to places of traditional interest. For eg., The department of Anthropology arranges field trips in order to study the material culture, social folk customs, performing folk art, etc. of different communities. In October, 2020 the Department of Anthropology arranged a fieldtrip to Bamorabowa on the topic "Fairs and Festivals of Bodo Community of Damraboa Village, Nagaon, Barpeta District". A field trip to Garartari was organized from from 5th January 2021 to 10th

	January 2021 in relation to the topic, "A Study on Food Habits among the Bodos of Garartari Village, Barpeta, Assam." The Department of History organized a fieldtrip to a Bodo Village in order to study the "Bwisagu festival of Bodo Community at Damorabowa Village, in Barpeta District" on 28th of April, 2023 The department of Assamese organized a field trip to Chenga in relation to the topic "Analytical Study of the Folk Culture and Socio-Economic aspects of Hira Community, Chenga, Barpeta" on 9 th May, 2022. The library of institute also has a dedicated section to promote the language and culture of the Bodos, the Assamese, the Bengalis, the Rabhas, the Adivasis, etc. The college has also adopted a tribal dominated fringe village, namely Damorabowa. The institute has established Banikanta Memorial Centre in honour of renowned linguist and laureate Dr. Banikanta Kakati. Each year, the institute organizes Memorial Lecture series on the birth and death anniversary of Dr. Kakati.
5. Focus on Outcome based education (OBE):	Baosi Banikanta Kakati College is an institute of higher education affiliated to Gauhati University and follows the framework for curriculum designing along with credits, assessment system and other aspects that framed by Gauhati University. The Outcome Based Education requires restructuring the curriculum and assessment model, which is in its capacity of the affiliating University. The college has already implemented curriculum based on NEP and will implement fully outcome based education in a strategic way and follows the guidelines of government and the affiliating University in this regard.
6. Distance education/online education:	Baosi Banikanta Kakati College also facilitates distance education and provides UG and PG programmes in Open Distance Learning (ODL) mode through Krishna Kanta Handiqui State Open University (KKHSOU). Students who cannot pursue higher education in regular mode due to varied reason show interest in acquiring higher education through distance mode for their professional development and the KKHSOU Study Centre of the College caters to the needy ones. The College has a dedicated online education portal, which enhances the teaching learning process. Besides, the teachers use various platforms like, Google Meet, Zoom, etc. for effective delivery of teaching. In view of NEP based

	curriculum, the college also plans for enhancing the scope and strength of online education for accommodating more students with multiple courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Institute has formed an Electoral Literacy Club (ELC) with internal members.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club (ELC) is formed with both student and teacher members under the chairmanship of the Principal of the college. The President and General Secretary of the Students' Union are the ex-officio members of the Club. Apart from that, four faculty members are also the members of the club out of which one member is a representative from the Women Cell of the college.
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 college organizes programs to create awareness about participation in the election process among the students. Constitution Day is celebrated in the college each year by the Department of Political Science in collaboration with NSS, IQAC and ELC. An awareness program on 'Launch of Garuda App' was organized on 22nd September, 2021 by Election Commission of India. The teacher members also assist the district election administration in the conduct of polls as Trainers and Presiding Officers.
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 college takes initiatives for inculcating democratic values and participation in electoral process. Recently, on December 22, 2021, the Department of Political Science organized a visit to the Assam Legislative Assembly, Dispur with an aim to provide the students with a practical understanding of the functioning of the legislative assembly and the democratic process.
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.	Every year awareness cum registration camp is organized at the college premises by the District Administration for newly admitted students above 18 years.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1225	1263	1323	1171	1252

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 57

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	47	48	49	49

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
207.48	46.52	44.36	39.27	64.17

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:

Baosi Banikanta Kakati College (hereafter BBK College) ensures effective curriculum planning and delivery through a well-planned and documented process that includes an academic calendar and the conduct of continuous internal assessment (CIA).

The institution offers BA, BSc and BCA courses at Undergraduate level and also MA in Assamese and PGDCA at Post Graduate level. It follows the curriculum set by the affiliating University, i.e., Gauhati University. Activities and engagements are planned keeping in mind the core values, vision and mission of the institution. The curriculum planning is done in a collaborative process. It is designed to ensure that students develop the skills and knowledge necessary to excel in their chosen field.

IQAC ensures the timely implementation and conduct of the activities. At the beginning of the academic year, the Academic Committee of the college prepares an academic calendar including the start and end of terms, Student Induction Programme, holidays, national and international events, sports week, election, etc. in **reference with** the Academic Calendar of the affiliating university. It is displayed in the college website. A prospectus is prepared by the Prospectus Committee highlighting the rules and regulations of the college. It is handed to each student at the time of enrolment.

At the start of a session, the institution designs a centralised routine keeping in mind the credit requirements of different courses and availability of classrooms and laboratories.

The Academic Committee conducts meetings with Heads of the Departments to develop various strategies for effective implementation of the curriculum.

The institution organizes Student Induction Programme (SIP) at the start of the session to acclimatize the students with the new environment, to inculcate in them the culture of the institution, to help them build bonds with other students and faculty members, and to expose them to the rules and regulations to be observed in the institution.

Each department prepares Course Outcome (CO) and Programme Outcome (PO) keeping in mind the students' psychological and sociological requirements. Each teacher prepares a teaching plan for the session and uses various innovative teaching strategies such as flipped classroom, project-based learning, inquiry-based learning, collaborative learning, technology integration, etc.

The departments also encourage the students to use ICT facilities for better learning experience.

A departmental diary is maintained to keep track of the progress.

The students are assigned project works and are taken for field study to enhance their learning experience. The reports of the project works are uploaded in the departmental website.

Mentors are assigned to students to guide the students throughout their stay in the college.

Academic Audit is done to assess the academic performance of the institute.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 6

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

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: 3.34

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

years

2022-23	2021-22	2020-21	2019-20	2018-19
133	0	75	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

As an affiliated institution, Baosi Banikanta Kakati College follows the syllabi prescribed by Gauhati University. Some of the course that offered by the institution covers crosscutting issues relating to Gender, Human Values, Environment and Sustainability. These courses are covered in the subjects like English, Philosophy, Political Science, English, Economics, Education, and Botany and the courses are taught especially in the 2nd and 3rd year. Most of the courses related to cross cutting issues are reflective in the syllabus of humanities and social sciences. Issues relating to gender are given much importance both in the classroom and beyond. This is evident in the various programmes conducted in matters of awareness and empowerment. As part of the curriculum, the department of English has a special paper on gender issue, namely Women Studies (ENG-HC-5026). The department of Philosophy offers two courses namely, PHI-HE-3036 and PHI-HG-3016, which covers issues relating to ethics. Department of Political Science offers courses on Human Rights and, Gender and Environment in through two courses, namely POL-RG-5016 and POL-HE-5016. The departments of Economics and Botany address the issues of environment and sustainability through the prescribed courses. For example, department of Economics addresses the issue of environmental sustainability by the course on Environmental Economics (ECO-HE-6016). Department of Education offers courses on Value and Peace Education (EDU-HE-5026), Women and Society (EDU-HE- 5026) and Human Rights Education (EDU-HE-5036). Environmental Education is mandatorily taught in second semester, which cover the issues of environment in general. The students also carry out projects involving fieldwork related to Environmental Issues. The Women Cell of the college conducts gender sensitization and women empowerment programmes regularly.

The institution has already implemented programmes based on National Education Policy 2020 (NEP, 2020) from the session 2023-24 and the institution expects more students involvement in future in such issues through the prescribed curriculum by the affiliating University.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 29.63

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

Response: 363

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
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
549	628	673	532	568

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

2022-23	2021-22	2020-21	2019-20	2018-19
564	638	677	566	581

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 74.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	61	69	53	69

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

2022-23	2021-22	2020-21	2019-20	2018-19
59	85	88	70	97

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 26.63

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 adopts student centric methods to maximize the learning outcome of the students.

ICT tools are used to support student-centric learning by providing students with access to resources, and creating engaging learning experiences. ICT tools are used to provide students with access to a wide range of resources, such as online databases, articles, and videos, that can help them to solve problems. For example, students can use online databases in the college library to get access to topics for their assignments. The college is a member of NDLI and students get access to a whole lot of e-books, and documented perspectives. To make learning more effective and engaging, the college has 6 ICT enabled classrooms and also 4 portable projectors which can be used in all the classrooms of the college.

Online classes were conducted during covid times through the college portal during covid times to impart education.

Blended mode of learning methods are used in teaching learning process. This combines face-to-face instruction with online learning. ICT tools such as google classroom, whatsapp groups, etc. are used to provide students with access to online resources. This allows students to learn at their own pace and to focus on the areas where they need the most help.

Experiential learning methods are adopted to enhance the learning experience of students. The students are given project works and are taken for field trips in connection with topics included in their syllabi. Students get a chance to learn by having hands-on experiences with the material they are learning about.

Talks, seminars and workshops are conducted to make learning more engaging. The students prepare PPTs on topics assigned to them.

The department arranges for remedial and special classes according to the need. Feedback is taken from the students to identify their needs and to improve their performances. Student exchange programmes are organized to create awareness and to give students a diverse learning experience. Training is imparted to students on soft skills to increase their chances of employability.

The institution includes multiple ways of assessment integrated with teaching learning process such as sessional test, home assignments, discussions, seminars, quiz, etc.

Grievances regarding internal examinations are redressed at the departmental level.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 90.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	59	53	49	47

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: 48.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	26	22	16

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Baosi Banikanta Kakati College is an affiliated college under Gauhati University and adheres to the evaluation framework set by the university. The evaluation process is divided into internal and external evaluation, which carries twenty (20) and eighty (80) percent of weightages respectively. Internal evaluation of theory papers is based on one sessional examination, home assignment/ seminars and attendance, which carries ten (10), six (6) and four (4) marks respectively. A Sessional Examination Committee is formed for smooth conduction of the examination in centralised manner. The committee designs a central examination programme and displayed in the college notice board for the students. The committee collects question papers from the respective departments and prepares the required copies. The committee conducts the examination and distributes the answer scripts to the respective departments. The evaluated answer scripts are shown to the students by the departments. In case of any grievance raised by a student regarding evaluation of the answer scripts, the head of the concerned department entrust in-charge teacher of the course for re-evaluation of the answer script, and after rectification of the issue, the corrected marks are entered in both the answer scripts and consolidated mark-sheet. Departments also assess the result of sessional examination and measures for slow and advanced learners are taken accordingly. Retest is allowed either for those students who were absent in the examination or fails to secure pass mark. After completion of the sessional examination, a copy of the final mark-sheet of internal evaluation is preserved in the department for entry in internal evaluation register and another copy is submitted to the Sessional Examination Board. Online mark feeding of internal mark is done through the designated portal of Gauhati University (www.guportal.in) and the hard copy of the same is further submitted to the university.

The evaluation mechanism of practical paper is different that of theory paper. A practical paper carries 50 percent weightage for practical laboratory examination, laboratory attendance and laboratory notebook, and remaining 50 percent for the external examination.

An external examination committee is formed with two to three Assistant Officer-in-Charge of Examination headed by the Principal as Officer-in-Charge. The function of the committee is smooth conduction of end semester examination.

The affiliating University conducts the external evaluation in a decentralised manner by forming different evaluation zones to evaluate the answer scripts of the students within stipulated period. It is worth mentioning that our institution is also a part of the mentioned decentralised system.

As per the guideline of the affiliating University re-evaluation process is started within 15 days from the declaration of the result and a student can apply for re-evaluation of a paper or course by login to the dedicated portal of the University. A student needs to apply to the Controller of Examination, Gauhati University for grievance related to absent or incomplete mark through the Principal of the institution. The Principal entrusts the External Examination Committee for speedy resolution of the issue and accordingly the application letter along with relevant documents is forwarded to the affiliating University for further necessary action.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

As an affiliated institution under Gauhati University, the college strictly adheres to the academic syllabus prescribed by the university, ensuring that the educational standards are consistently met. The institution is committed to maintaining transparency in its educational offerings, which is exemplified by the prominent display of program and course outcomes on the official college website. This transparency allows both prospective and current students to have a clear understanding of what they can expect to learn and achieve throughout their academic journey.

Each department within the college plays a crucial role in the formulation and dissemination of these program and course outcomes. Faculty members are responsible for developing outcomes that align with the university's guidelines and for ensuring that these outcomes are easily accessible to students. To this end, each department hosts its program and course outcomes on its respective webpage, providing a department-specific view of the educational objectives and expectations.

To further enhance students' understanding of these outcomes, the college incorporates a structured approach at the beginning of each academic session. During the departmental orientation programs, faculty members take the opportunity to introduce students to the program and course outcomes, ensuring that they have a comprehensive grasp of the objectives and learning goals that will guide their studies. This initial exposure is crucial in setting the tone for the academic year and helping students align their efforts with the expected outcomes.

In addition to the departmental orientations, the program outcomes are also integrated into the Student Induction Program, which serves as an extended orientation for newcomers. This program is designed to familiarize students with the college's academic framework, culture, and support systems, with a particular emphasis on helping them understand the academic expectations set forth by the institution. By including program outcomes in this induction process, the college ensures that students are well-prepared and informed from the outset.

Detailed syllabi, which include specific course outcomes, are provided to students for each individual course. This practice ensures that students are fully aware of the learning objectives and expected competencies for each course they undertake. The availability of this information empowers students to take a proactive approach to their education, enabling them to track their progress and understand the relevance of each course in the context of their overall program.

Through these efforts, the college not only adheres to the academic standards set by Gauhati University

but also fosters an environment where students can thrive and achieve their educational goals.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of Course and Programme Outcome

The college consistently evaluates both course outcomes (CO) and program outcomes (PO) using a unique mechanism centred on the direct assessment method. The attainment levels are measured in a three-point scale, which are as follows:

- High Attainment Level (3): 70% of the student scores more than 60% marks.
- Moderate Attainment Level (2): 60% of the student scores more than 60% marks.
- Low Attainment Level (1): 50% of the student scores more than 60% marks.

Attainment of CO: At the start of each academic session, teachers develop course outcomes and communicate them to the students. The organization of class activities is centrally designed, and teaching plans for each course are structured to align with the prescribed schedule of the affiliating university. Every department within the college maintains records of various assessment methods to support ongoing internal evaluation. Course outcomes are assessed in each course based on the marks or grades obtained in the end-semester examination (ESE). The following steps are involved in the evaluation of attainment of course outcome:

- Step 1: The course wise marks or grade point (GP) of both internal and semester end examination are recorded.
- Step 2: After step 1, the marks or GP are converted to equivalent percentage for each student.
- Step 3: In this step, the percentage of students securing more than 60 percent is calculated.
- Step 4: Finally, the numerical points for the attainment levels are assigned for both internal assessment and end-semester examination.

Attainment of PO: The evaluation of the Program Outcomes (PO) relies on students' final examination performance. While the department keeps records of students' progress in pursuing higher education and their placement in government or other organizations, these factors are not considered in the assessment of PO attainment. The following steps are involved in the evaluation of attainment of course outcome:

- Step 1: The semester wise marks or semester grade point average (SGPA) of semester end examination are recorded.

- Step 2: After step 1, calculation of CGPA is done based on total paper credit (PC) and credit point (CP) and subsequently converted to equivalent percentage for each student.
- Step 3: In this step, the percentage of students securing more than 60 percent is calculated.
- Step 4: Finally, the numerical points for the attainment levels are assigned.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 85.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
281	232	289	294	223

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

2022-23	2021-22	2020-21	2019-20	2018-19
341	255	306	334	311

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.49

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: 0

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution has been constantly trying to create and ecosystem for innovation. The institution adopts methods to maximize the learning outcome of the students and has taken initiatives for creation and transfer of knowledge, which are as follows:

- The institution has a vermicomposting plant, through which students are able to learn the use of locally available raw materials to produce organic manure. The produced manure are not only used in the garden of the college but also make available for sell.
- The institution also offered skill development courses on Field Technician: Computing and Peripherals (Electronics) and Front Office Associate (Tourism and Hospitality) in collaboration with KGM immigration and Educational Consultant Private Ltd. under Assam Skill Development Mission.
- Apart from the regular curriculum based course, the institute also offers short term certificate

- courses for creating an environment of innovation.
- ICT resources including audio-visuals are used to make learning more interesting. The students are given project work and are taken for field study to enhance their learning experience.
- The college has an eco club under National Green Corps the objective of which is to sensitize the students on environmental issues by organizing plantation drives, awareness programs on environment, etc.
- The institution also organizes career programmes to supplement students need for academic progression and career options after graduation. The institution also provide exposure of life-skills, management skills and job skills through sending the students on field visits, excursions, industry visits, etc.
- The institute believes that an institution of higher education can thrive on the road of academic excellence only through the process of transfer of knowledge. In line with the spirit, the institute tires to create collaborative linkages with other institutions for mutual benefit of students and teacher in pursuit of knowledge accumulation. In this regard, some faculty member of this institute share knowledge as Guest Speakers, Resource Persons, etc. in various academic programs organized by other institutions. Moreover, the institution has invited several Resource Persons in various academic and co-curricular programmes. Besides international lecture programme.
- Talks, seminars and workshops are conducted to make learning more engaging.
- Student exchange programmes are organized to create awareness and to give students a diverse learning experience.
- Training is imparted to students on soft skills to increase their chances of employability.
- The department of Zoology publishes a magazine with research articles named "Zoologica" each year.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 1

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.11

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

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

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

3.3.2

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

Response: 0.67

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

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	22	6	3	3

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

3.4 Extension Activities

3.4.1

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

Response:

The institution has regularly carried out extension activities to sensitize students on social issues and their holistic development. Besides, emphasis was also given to sensitising the community people. IQAC initiates extension activities with the help of all the college departments, students, NCC, NSS, and different cells. The following are some of the extension activities carried out during the last five years:

- The COVID period posed a hindrance in conducting extension activities both on and off campus, however, several activities were conducted after the partial reopening of classes. The Department of Anthropology organized an Awareness Programme on "Reproductive Health of Adolescent Girls of Minority Community under Chenga Block" funded by ICMR and sponsored by the Ministry of Minority Affairs, Govt. of India. The teacher's unit of the college took a humble initiative to distribute food and clothing among the flood-affected victims in Bhagerpar.
- During the lockdown period, as per the request of the Govt. of Assam, each teacher provided food and amenities to 10 or more families in the neighbourhood community. The faculty members were also contributed 2 days' salary to the Chief Minister's fund, which was then used to tackle the pandemic situation.
- The NCC Unit of the college also took the initiative to distribute masks, gloves, and sanitizers among the public in Nagaon Bazar. The Women's cell organized an awareness camp in Batgaon on the 8th of March, 2021 to sensitize women on "Physical and Mental Health issues, Need for

Education among women, Gender Equity, Early marriage issues, and Cleanliness".

- A mega cleanliness drive was organized in Nagaon Baazar area on the 6th of December, 2021 involving both students and faculty members of the college. Nagaon Raas Committee also provided support for the success of the programme.
- An online lecture on "Conservating Nature: A Case of Manas National Park" was organized on 5th of June, 2021 with participants from our institution and Mushalpur college in order to create awareness on environmental issues.
- A 7-Days Special Camp was organized by NSS in the fringe village of Batgaon from 3rd of February to 9th of February, 2022 to create awareness on various issues among students of both Batgaon LP School and BBK college. The local community also involved in the activity.
- A Campaign in Damorabowa was organized to create awareness on Hand Washing and ODF Plus on 16th of November, 2021.
- National Girl Child Day and Women's Day were observed to create awareness on gender related issues.
- One Day Football Tournament was organized by IQAC and DFC, Damorabowa to create a spirit of sportsmanship among the youth.
- A Covid Awareness Camp was organized by NCC in Nagaon Bazar on the 21st of August, 2021.
- Swacchata Pakhwada was observed from 9th to 15th of August, 2021.
- An Awareness cum Outreach Programme was organized by Eco-Club of the college on the 19th of February, 2022.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

Baosi Banikanta Kakati College is committed to serving society and engaging in various initiatives that have garnered widespread recognition and appreciation. The college's dedication to community service has been acknowledged by numerous agencies, reflecting the institution's positive impact on the region. Below are some of the notable awards and recognitions received by the college:

1. 1st Prize for Republic Day Parade: The college was awarded first prize in the Republic Day Parade, a testament to the discipline, dedication, and teamwork demonstrated by its students and staff.

2. Recognition for Visit to the Assam Legislative Assembly: The college's students were commended for their educational visit to the Assam Legislative Assembly, which highlighted their keen interest in understanding the legislative process and active participation in civic responsibilities.

3. Appreciation from Nagaon Panchayat for Mega Cleanliness Drive: The Nagaon Panchayat recognized the college for organizing a successful Mega Cleanliness Drive in the Nagaon Bazaar area. This initiative

significantly contributed to the local community's well-being and raised awareness about the importance of cleanliness and hygiene.

4. Accolades from All Assam Students Union: The All Assam Students Union (AASU) honored the college for its invaluable services to society, recognizing the ongoing efforts of the institution to foster social responsibility among its students.

5. Corona Warrior Honor for Bhabajit Bayan: Bhabajit Bayan, an Assistant Professor in the Assamese Department, was honored as a "Corona Warrior" for his exceptional service to society during the pandemic. His selfless contributions exemplified the spirit of service and dedication that the college encourages among its faculty.

6. Appreciation for Teachers by District Administration: The district administration expressed its appreciation for the college's teachers, acknowledging their significant contributions to education and their active involvement in community service initiatives.

These recognitions underscore Baosi Banikanta Kakati College's unwavering commitment to societal betterment and its role as a beacon of positive change in the community.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	2	1	2

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

3.5 Collaboration

3.5.1

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

Response: 5

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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:

Baosi Banikanta Kakati College has adequate infrastructure and physical facilities to cater to the needs of an increasing number of students and teachers.

Classrooms: There are 20 classrooms having wifi facilities out of which 2 rooms are equipped with LCD facilities. There is one room with an Interactive LCD Screen and one room installed with an interactive board. There are 4 portable projectors and all the classrooms have provisions for projectors for presentations and audio-visual mode of teaching.

Each department in the college is equipped with a computer for departmental use in addition to the computers in the examination control room, IQAC Cell, RUSA cell, KKHSOU office, administrative office, computer laboratory, and library. The whole campus is Wi-Fi enabled (BSNL Broadband) and can be used by both students and teachers.

The Department of Computer Science has a computer laboratory with a seating capacity of 20 students.

The departments of Botany, Physics, Chemistry, Zoology, Computer Science, and Anthropology are equipped with laboratories.

The Central Library of BBK College (Hridayananda Choudhury Library) is an integral support system of the college comprising a fully air-conditioned area of more than 2400 sq feet. The library has four compartments with individual study cabinets with a capacity of accommodating 60 students at a time. The library has a separate teacher reading room with a capacity of accommodating 10 faculties at a time. A Digital Reading room with 6 Computers is also being established. The whole library is connected to the internet through Wi-Fi. The library has a separate periodical section with group discussion tables and a newspaper stand. Near the main entry, there is the beautifully designed circulation counter along with two dedicated kiosks, one for OPAC and the other for online attendance tracking. The library is automated using KOHA software with a barcode system.

The library has a total collection of 18000+ physical books, a subscription to N-List (Providing access to 3 lakh+ e-books and 6000+ online journals) & NDL, 1 offline peer-reviewed journal, and 8 magazines. The library also subscribes to three regional newspapers. At present, the college is also a member of the National Digital Library of India (NDLI), which has strengthened the library. The college also has an

institutional Repository on Cloud using DSpace software as part of the Digital Library to provide access to digital documents to the users.

Language Lab: There is a language lab with a sitting capacity of 6 students and a teacher in the Department of English.

Conference Hall: The air-conditioned conference hall with a seating capacity of 65 persons is used for various purposes. It is used to conduct meetings, talks, seminars and departmental programs, like freshmen social and farewell meet, etc.

There are three meeting halls (NH, Hall-4, RUSA- 2) with podiums that can be used for programs and seminars. The halls are enabled with interactive ICT facilities and provisions for portable projectors.

There is a Student's Day home for recreation during free hours.

There is a Child Care Room with a toilet facility for children of employees in case required.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 32.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
80.78	7.23	8.97	7.53	26.72

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College has a Library and Information Centre comprising an area of 2795 square feet accommodating a seating capacity of more than 60. At the entrance, there is a circulation desk with trained staff offering assistance to the user in accessing the library. The reading rooms of the library are fully air-conditioned to provide the user with a comfortable reading experience.

The library is automated using KOHA ILM Software. All the Circulation and fine Management are operated through the ILMS. To record the daily footfall statistics a dedicated Library Attendance System with a barcode reader is installed near the entrance. The library has its dedicated OPAC Kisok to search the bibliography, availability, and location of the desired physical resources of the library. The library also has its own Institutional Repository (Digital Library) where there are various collections of Old and Rare Manuscripts, question papers, College Publications, etc. in digital format. The library subscribes to the N-List Programme offered by INFLIBNET & also an active member of NDL (National Digital Library). The library has dedicated webpages on the college website to provide news, information related to the library, and links to various e-resources that are subscribed to and developed by the college. To access the digital resources of the library there is a specially designed Digital Reading Room with four (4) PCs connected to the internet.

The library has acquired more than 10000 physical books & reference materials to date. Currently, the library subscribes to three regional newspapers in physical format and two national newspapers in online mode. The library also subscribes to 8 magazines and 1 peer-reviewed journals in physical format. To read and access these physical periodicals there is a dedicated periodical section with proper sitting arrangements.

The library also preserves some valuable old and rare manuscripts collected from the localities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

In pursuit of an enriched teaching and learning experience for both students and teachers, the institute consistently undertakes initiatives to facilitate the utilization of up-to-date Information and Communication Technology (ICT). The institute boasts ICT-enabled classrooms equipped with interactive boards and projectors, and it also offers provisions for the use of portable projectors and screens. To provide connectivity, Wi-Fi access is facilitated through the BSNL broadband network. Furthermore, the college is in the process of expanding the number of dedicated ICT classrooms, featuring digital interactive screens and high-quality sound systems.

The college library is automated using KOHA software. The college diligently updates its computer systems to the latest version of operating system as per requirement. Formerly, all PCs were operating on either Windows 7 or Windows XP, which are upgraded in alignment with the internal system requirements. Regular updates to the RAM and storage of the PCs are carried out to ensure smooth performance.

In addition, the educational portal of the college receives annual maintenance, incorporating necessary updates as required to keep it current and effective.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 20.76

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

Response: 59

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 16.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
48.96	1.90	2.28	6.17	5.02

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 78.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
1017	1121	1367	888	486

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	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: A. All of the above

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

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: 17.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	66	61	0	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
281	232	289	294	223

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

5.2.2

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

Response: 1.47

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 3

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

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

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 1.6

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

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

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

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

The Alumni Association of the college contributes to the development of the institution mainly through support services and also financially. It supports the academic mission of the institution by organizing events and activities that appeal to a wide range of alumni interests, including social gatherings, cultural events and educational programs.

The members have been actively participating in various events of the college and this has motivated the present students for better academic performance as well. Some of the activities they have been involved in are as follows:

The association arranges 'Alumni Meet' both in offline and online mode to bring together former students of the college to reconnect, network and celebrate their shared experiences and to strengthen the bond between alumni and their alma mater. The event also provides a platform for the alumni association to seek inputs and feedback on various developmental issues of the college and to chalk out the future course of action to encourage their continued involvement and support.

Alumni Lecture series: The members of the association have put in efforts to make available their expertise in their respective fields to the present and past students.

Due to the increasing number of students, some of the departments are having a hard time managing the classes due to lack of sufficient teachers. The alumni members from nearby areas step in to work as part time faculty members for a minimal amount.

Some of the Alumni members have joined the college as permanent faculty members, namely Dr. Gopal Kr. Sarma, Bhabajit Bayan and Dr. Balen Deka. They are from fringe villages and in addition they have a sense of pride in rendering service to their alma mater.

The college has introduced Self Defense Course for both male and female students and Nilakshi Devi, an Alumni has been rendering her valuable service as a trainer of the course.

Mr. Anjan Das, an Alumni member supports the college in cultural activities. He is a music composer and he assists the students in conducting cultural programmes in most of the events like Freshmen Social, Golden Jubilee Celebration, etc. He has also composed music and arranged the recording of the theme song of the college.

Alumni members of the college arranges plantation and cleanliness drives in the college and outside the campus. They also provide assistance to our students during cleanliness drives in nearby areas, eg. Nagaon Bazar, in the form of snacks and water.

The Golden Jubilee Celebration of the college was the biggest event so far and the members of the Aumni Association made it a success. They made contributions both in cash and kind and arranged the three days event successfully.

Ridul Ali, an Active alumni member of the college has arranged a special programme on "Legal Services to Victims of Acid Attacks" to create awareness among the present students.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Baosi Banikanta Kakati College aspires to be one of the prominent institution of higher education in the state of Assam. The institution's governance reflects strong leadership that is in line with the college's vision and mission. By upholding the highest standards, the college is dedicated to its vision statement, "To uplift knowledge, skill, and morals of young generation for an equitable and advanced society". The college aims at fulfilling the mission of achieving excellence in higher education by incorporating new inputs and techniques, imparting skill based and career oriented learning, promoting student's physical, cultural and moral development and working for inclusive education of women and backward rural communities. Keeping pace with the dynamics of higher education, besides the existing CBCS programmes, the institution has already started NEP based curriculum from the session 2023-24.

In view of NEP, 2020, the institution has the following broad targets to achieve in future:

1. Upgradation of existing infrastructure to accommodate 3000+ enrolment.
2. Maximum use of renewable energy sources to make campus more eco-friendly.
3. Increase the number of skill based course.
4. Introduce more postgraduate programmes.
5. Undertaking both research and consultancy projects.

The college follows the principle of decentralised and participative management method in its day-to-day administration towards enactment of policies and implementation of actions, of academic quality, extension activities, and innovation. Various cells and committees are formed for smooth conduction of the activities in decentralised manner.

Every stakeholder in the institution actively participates in its administration. The Governing Body is the apex decision making authority of the institution and comprises of the President appointed by the Government, representatives from locality, stakeholder, teaching and non-teaching staff, Affiliating University Nominee and the Principal. However, the day-to-day functioning of the college is managed and overseen by the Principal. The Principal of the college also forms various committees to oversee various activities as and when required. Each HoD is actively involved in academic committees and issues. Additionally, other committees made up of faculty members oversee the execution of administrative and other significant events.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Baosi Banikanta Kakati follows the guidelines of Director of Higher Education (DHE), Government Assam, Gauhati University, University Grants Commission (UGC) and Rashtriya Ucchatar Siksha Abhiyan for effective and efficient functioning of the institution. The college has its perspective plan for improving quality of higher education. The college authority solicits diverse suggestions for framing perspective plan in line with the vision and mission of the college and which, subsequently approved in the GB of the college. The organizational key components for framing such plans include Governing Body (GB), Principal, Head of the Departments (HODs), and teaching and non-teaching staff. Once perspective plan is framed, the Principal is entrusted to develop annual strategic plan for its effective deployment. The institutional strategic plan covers the area of academic quality assurance, financial strategies, recruitment policy, procurement policy, etc.

The procurement and construction committee discusses the different identified areas of intervention and execute once it is financially viable. For development of physical infrastructure, various funding agencies are approached from time to time. The RUSA grant 2.0 is such a latest example. The recruitment strategy of the college is carried out as per guidelines of UGC and DHE, Assam. The vacancy information has to be submitted to the DHE three (3) months prior to the vacancy of a post. After a post laying vacant, the Principal of the college apply for the permission regarding advertisement of the post. Once it is approved by the DHE, the advertisement notification is published in two regional daily news paper and also in the official website of the college. The Vice-Chancellor approves the selection committee for the interview. The selection procedure is done in accordance with the guidelines of UGC and DHE. Once the interview process is over, the proposal for appointment is sent to the DHE for further necessary approval. The institution also resorts to contractual hiring when the vacant sanctioned posts were not filled in time and inadequate. It depends on the internal financial capacity of the college. The institutional promotional policy is deployed in accordance with the guidelines of DHE and UGC through Performance Based Appraisal System (PBAS) and Academic Performance Indicator (API).

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Baosi Banikanta Kakati College has effective welfare measures for both teaching and non-teaching staff to uplift and boost their capacities, to ensure that they are provided with a healthy work environment and are given the necessary support and resources to perform their duties effectively.

The college always encourages and provides opportunities for the professional development of teaching and non-teaching staff to enhance the knowledge, skills and abilities of employees in order to improve

their job performance and increase their job performance and increase their effectiveness in their roles.

Skill enhancement programmes, like the use of **ICT**, are organized for both teaching and non-teaching staff. The faculty members are temporarily released from duty to participate in Faculty Development Programmes/ Refresher Programmes/ Orientation Programmes/ Short Term Courses.

The faculty members of the Department of English are oriented on the use of Language Laboratory to enable them to impart training on language to the students using the lab.

They are also granted Duty Leave when then attend workshops, seminars and conferences and other learning opportunities that help them acquire new skills and improve their overall performance. The faculty members are encouraged to pursue PhD. The authority of the college grants leaves as per the UGC and Govt. rule. Some of these are Casual Leave, Duty Leave, Earned Leave, maternity leave, medical leave, etc.

There is a **child care centre** within the campus to provide a safe, nurturing and stimulating environment for children of college students, faculty and staff.

Sikshak Sanchay Sahayika, a mutual savings and credit organization is available for the benefit of faculty members.

The college takes necessary measures for timely promotion of the faculty members. The Performance Appraisal system is mandatory for each faculty member. It is based on based on the academic qualifications, teaching experience, corporate experience, research experience, Seminars and conferences attended, publications, etc. The Departmental Promotion Committee comprises of the Principal, two subject experts, University nominee and the Head of the respective department for verification, screening and interview. The Principal forwards the necessary documents to the Director of Higher Education for promotion.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 8.37

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

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

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

6.3.3

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

Response: 6.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	4	2

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Baosi Banikanta Kakati College has strategies for resource mobilization and its optimal utilization. The prime source of funds for the college is Government grants, which comprise both Central and State Government Funds in various heads of accounts, such as funds from RUSA, reimbursement of admission fees, Salary grants, Hostel fees, funding for NCC and NSS, etc. Besides, the college also generates financial resources internally by leasing out its existing ponds.

Funds generated from the above sources are used for the overall development of the institution. Funds received from Government sources are allocated by stated purpose as indicated in sanction letters. The construction committee of the college keeps vigilance of the progress of work and its utilization. Salary grants are disbursed monthly through online disbursal mode. The granting authority disburses the grants for various types of scholarships after verification and approval by the college authority.

Similarly, funds earmarked for NSS and NCC are utilized for different programs of NCC and NSS conducted in a year. Fund allocation for the Students Union Body is utilized for the conduction of Freshman Social and Annual College Week. Besides, funds are also utilized for procuring library resources, sports equipment, electricity bill payments, payment for hostel staff, campus maintenance, etc.

The college conducts internal and external financial audits at regular basis. Internal audit of the college is conducted by a Chartered Accountant appointed as per the resolution of the Governing Body of the college. The CA verifies all the original documents of sources of income and expenditures comprising receipt books, letters of grants, vouchers, ledgers, cash books, bank passbooks, etc. in the presence of the Principal and the Accountant of the college and submits the report to the Principal, which is subsequently

placed before the G.B. for approval.

External Audit is an independent verification of overall transactions throughout a financial year and is conducted by the duly appointed Government Auditors by the Office of the Accountant General (OAG), Government of Assam (GoA), which is the competent authority. The appointed auditors checked all the original Grants Release Letters, Original Receipts and Payment details, Voucher of all transactions, Ledgers, Cash Book, Bank Passbooks, etc.

In case of any doubt and discrepancies, the auditor places the matter before the Principal and it is discussed with the Accountant and Principal, which in turn clarifies based on supporting documents. Subsequently, the report is sent to the OAG, GoA. OAG scrutinized the report prepared by the government auditor and in case of any discrepancies, the matter is sent to the Principal of the college for mitigation of audit objections.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The quality assurance strategy of the college is prepared by IQAC in accordance with the mission and vision of the college. In formulating quality assurance strategy, different guidelines of University Grants Commission and Government of Assam were consulted. While preparing quality assurance strategies, emphasis was given on the recommendations of the last cycle of NAAC accreditation and the Perspective Plans of the institute. For preparation of quality assurance strategies, inputs were taken from different stakeholders of the college.

IQAC institutuinalised the formulated quality assurance strategies through different departments and internal cells of the college. IQAC has taken initiative regarding programme and course outcome and its attainment with the help of existing departments of the college. A feedback mechanism is in place to track the effectiveness of the formulated strategies.

Among the wide range of initiatives, the following quality improvement strategies are worth mentioning:

- IQAC of the college played a key role in the conduction of online classes during the pandemic

period. IQAC oriented the entire faculty member on the use of ICT tools for better delivery of teaching-learning and accordingly, classes are delivered.

- Feeling the need for the use of ICT not only in academics but also in the management of the office, the IQAC of the college installed an online automation portal through the official website of the college. The portal facilitates online classes and acts as a repository of online reading materials. Besides, the online admission also processed through the portal.
- The conduction of workshop on Adolescent Health and webinars was also conducted.
- The college online education portal has been strengthened with more features. Besides, automation system also added with more utility features like issue of certificates, examination fee collection, feedback mechanism, etc.
- IQAC has organized Student Induction Programme on 6th & 7th October, 2021 to induct and orient new comers about the programmes of study especially and college in general.
- IQAC took initiatives to create awareness regarding Environmental issues and cleanliness among the students. A lecture on "Conservating Nature: A Case of Manas National Park," was organized in online on 5th June, 2021.
- In view of pandemic situation, "Plantation Drive at Home" was organized on 06-06-2021. On 6th December, 2021 a mega "Cleanliness Drive" was conducted at Nagaon Baazar area.
- IQAC of the college significantly contributed in organizing webinar and workshop in the college. A national webinar on "Novel as a Social Critique: Victorian to Post-Modern Era" was organized on 12th June, 2021. Workshop on- "Establishing Quality and Scientific Capacity in Higher Education through Research was conducted on 12th Jan., 2022 to boost scientific capacity among the faculty members. Besides, workshop on Annual Academic Audit was also conducted on 3rd January, 2022. IQAC also took initiative to train office staff on the use of MS office for office management. In this regard, a training session on MS Office was organized on 27th Sept., 2021.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity and sensitization have been taught by the prescribed syllabus of Gauhati University. For instance, the departments of Political Science, Education, and English offer various courses on Women's Studies, including Women's Power and Politics and Human Rights, Women, and Society, and Women's Writing respectively. The college has a Women's Cell that deals with various issues to raise awareness about women's safety and security as well as work toward women's welfare and empowerment. CCTVs are installed in every corner of the institution in order to ensure women's security. Girl's Hostel, Girl's Common Room, separate washrooms, and Day Care Centre are also accessible within the college campus.

Apart from the curriculum-based initiatives, the institution also took different measures for the promotion of gender equity and organized commemorative events through Women Cell, NCC, NSS, Student's Union and Teacher's Unit. The following initiatives has been taken during last five years:

1. Celebration of Independence Day on 15th August.
2. Celebration of Republic Day on 26th January.
3. Celebration of Gandhi Jayanti on 2nd October.
4. Celebration of Teachers' Day on 5th September.
5. Celebration of International Women's Day on 8th March.
6. Organized World Environment Day on 5th June.
7. Organized World Water Day on 22nd March
8. International Yoga Day on 21st June.
9. National Girl Child Day on 24th January
10. Hindi Diwas
11. Organised NCC Day
12. National Science Day on 28th February.
13. Constitution Day
14. Anti-tobacco Day
15. A workshop on "Awareness Campaign on Reproductive Health Among the Adolescent Girls of Minority Community of Chenga Block, Barpeta, Assam" sponsored by the Ministry of Minority Affairs, Government of India was held on February 12th and 13th, 2021 deserves a special mention in this context.
16. The Women's Cell of the college has organized an awareness program on issues like cleanliness, gender equity, and physical and mental health.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institution strongly believes in inculcating values that promote responsible citizenship as reflected in the Constitution of India. The institution recognizes the importance of nurturing individuals not only academically sound but also socially responsible. To achieve this, the institution has a range of activities that aim to promote and encourage responsible citizenship. These activities include community service, awareness campaigns, workshops, and seminars. The institution encourages students to participate in community service projects promoting environmental sustainability, and supporting social causes. The institution has NCC and NSS that tries to instil in students values such as leadership, teamwork, and ethical decision-making. This helps students to develop the skills and mind set required to be responsible citizens.

The followings are some of the events or programmes initiated by the institution in this regard:

1. Cultural and sports events.
2. Republic Day
3. Independence Day
4. National Science Day
5. International Women's Day
6. Anti-Tobacco Day
7. World Environment Day
8. International Yoga Day
9. College Foundation Day on 25th July
10. Constitution Day
11. World Water Day
12. Alumni Lecture Series

13. International Talk

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

Title of the Practice

Preserving Literary Heritage through Manuscript Collections

Objectives of the Practice

1. To educate the students on the significance of manuscript preservation and the role of Indigenous Knowledge Systems (IKS) in enriching cultural heritage.
2. To explore, document, and disseminate knowledge derived from the manuscript collections.
3. To ensure the availability of rare and valuable manuscripts to researchers, students, and the public by maintaining an organized and accessible library collection.

The Context:

The preservation of manuscripts in a college setting serves multiple critical purposes. First and foremost, it educates students on the significance of manuscript preservation and highlights the crucial role that Indigenous Knowledge Systems (IKS) play in enriching cultural heritage. By understanding the importance of preserving these documents, students gain a deeper appreciation of historical and cultural contexts, ensuring that this knowledge is respected and valued. By organizing and maintaining these collections effectively, BBK college plays a vital role in the stewardship of our shared cultural and intellectual heritage.

The Practice

The Department of Assamese organized a workshop on "Study of Manuscripts and Ancient Books" in collaboration with IQAC on 1st of April, 2023. It was aimed at providing participants with the knowledge and skills necessary to study, preserve, and understand manuscripts.

The Department of Assamese in collaboration with the Department of Assamese, Gauhati University also

organized a student visit to KK Handique Library of Gauhati University to participate in a one-day workshop on "Study of Manuscripts" on the 18th of March, 2024 at 10.30 am. It was aimed at providing participant students with the knowledge and skills necessary to study, preserve, and understand manuscripts.

The Library in BBK College has a collection of manuscripts which are scanned and uploaded in the institutional website for open access by the students.

Evidence of Success

The evidence of success in the best practice of collecting and preserving manuscripts at the institution can be demonstrated through several key activities and initiatives:

1. **Workshops and Collaborative Efforts:** The Department of Assamese organized a workshop on "Study of Manuscripts and Ancient Books" in collaboration with IQAC on April 1, 2023. This workshop provided participants with essential knowledge and skills for studying, preserving, and understanding manuscripts. The active participation and the knowledge imparted through this event underscore the institution's commitment to manuscript preservation.
2. **Student Engagement and Learning Opportunities**: Another notable event was the student visit to KK Handique Library of Gauhati University on March 18, 2024, for a one-day workshop on "Study of Manuscripts." This collaborative effort between the Department of Assamese and Gauhati University offered students practical experience and enhanced their understanding of manuscript preservation.
3. **Accessible Manuscript Collections**: Hridayananda Choudhury Library in BBK College has taken significant steps to ensure the accessibility of its manuscript collection. By scanning and uploading these manuscripts to the institutional website, the library has made them openly accessible to students. This initiative not only preserves the manuscripts but also makes them readily available for research and study, reflecting a successful integration of technology in preserving cultural heritage.

Problems Encountered and Resources Required

The college library faced significant challenges in collecting and preserving manuscripts, particularly with funding, as acquisition and conservation costs can be prohibitively high. Limited space compounds in the library made it difficult to store delicate materials under ideal conditions. Expertise was another critical factor. The process of digitization was complex and time consuming.

Best Practice 2:

Title of the Practice

Vermicomposting

Objectives of the Practice

a. To foster a sense of environmental responsibility and community engagement among students, faculty, and staff.

b. To promote a sustainable waste management practice on campus.

c. To provide students with practical experience and knowledge about sustainable agriculture, composting processes, and the role of worms in soil health.

d. To produce high-quality compost that can be used to enhance the soil fertility of campus gardens and landscapes.

The Context:

BBK College is embarking on a vermicomposting initiative as part of its broader effort to promote eco-friendly practices on campus. The college, situated in a region with a rich agricultural heritage and a strong emphasis on environmental education, is ideally positioned to serve as a model for sustainable waste management.

By implementing vermicomposting, BBK College aims to foster a culture of environmental responsibility and sustainability among students, faculty, and staff.

The Practice

BBK College is embarking on a vermicomposting initiative as part of its broader effort to promote eco-friendly practices on campus. The college, situated in a region with a rich agricultural heritage and a strong emphasis on environmental education, is ideally positioned to serve as a model for sustainable waste management.

The high-quality compost produced through this initiative will be utilized to enrich the soil of campus gardens, promoting healthier plant growth and a more aesthetically pleasing environment.

Evidence of Success

Today, BBK College not only produces enough compost to meet the needs of its own gardens but has also extended its reach to the broader college community. The high-quality compost is made available for purchase by students, faculty, and staff for use in their home gardens. This initiative not only helps to reduce waste and promote sustainable practices but also engages the college community in environmental stewardship, fostering a culture of sustainability.

The practice of vermicomposting at BBK College, led by the Department of Zoology with expert support from the Agriculture Department of Barpeta District, has become a cornerstone of the college's sustainability efforts.

Problems Encountered and Resources Required:

a) One of the primary challenges was the initial lack of knowledge and expertise in vermicomposting among students and faculty.

b) Finding a reliable source for the specific types of worms required for efficient vermicomposting, such as *Eisenia fetida* (red wigglers), posed a challenge. In a rural setting, these worms were not readily available and had to be sourced from distant suppliers.

c) Establishing a vermicomposting unit necessitated appropriate infrastructure, including space for the composting beds, shelter to protect the composting process from weather extremes, and adequate drainage systems.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Baosi Banikanta Kakati College is an institute of higher education established in a rural setting in 1971 with a vision "to uplift knowledge, skill and morals of young generation for an equitable and advanced society". Nestled within the heart of a tranquil rural setting, Baosi Banikanta Kakati College is a place of learning surrounded by the lush, emerald embrace of nature. Our campus, designed with a profound commitment to eco-friendliness, stands as a testament to our dedication to sustainability and harmony with the environment. The college thrives to preserve its green surroundings and also takes initiative to instil in students a sense of responsibility towards the environment. It is really essential to teach students about the adverse effects of climate change and how we can contribute towards mitigating it. Therefore, the college has incorporated green initiatives and developed a policy entitled "Green Campus Initiative". The **"Green Campus Initiative"** is a comprehensive effort to reduce the advert environmental impact of the college campus and promote sustainability.

The policy includes a variety of initiatives, such as:

Energy conservation: The College is committed to efficient energy use. This has been accomplished through a variety of measures, such as installing energy-efficient lighting, installing solar street lights in the campus, using LED Bulb, Sensor Based Lights and the rooms are constructed with windows facing towards the East and West not only to save daylight but also for energy efficiency and to regulate our circadian rhythm.

Water conservation: The College is committed to efficient water consumption. This has been accomplished through a variety of measures, such as rain water harvesting, preserving the natural water bodies, installing water-efficient fixtures, repairing leaks, promoting water-saving practices, and celebrating World Water Day to create awareness among students.

Waste reduction: The College is committed to reducing its waste. This has been accomplished through a variety of measures, such as reducing single-use plastics, composting food waste in the vermicompost unit initiated by the department of Zoology, developing policies to dispose-off the wastes from the boys' and girls' hostels. The college also has a policy for e-waste management.

Sustainable transportation: The College is committed to promoting sustainable transportation options on campus. This has been accomplished through a variety of measures, such as encouraging the use of bicycles and restricting the entry of motor vehicles to the campus.

Green building: The College is committed to building and renovating its facilities in a sustainable manner. This has been accomplished through a variety of measures, such as installing solar panels, and designing buildings to be energy-efficient (adequate windows for natural lighting).

Landscaping: The College is committed to enhance the scenic beauty contributing to the serene and tranquil environment. This has been accomplished through a variety of measures, such as plantation drives, maintenance of botanical & dedicated gardens, maintenance of water bodies etc.

Plantation Drives: The college has taken initiatives to contribute to the green environment by organizing plantation drives.

Air Purification: The whole campus is filled with Neem (*Azadirachta indica)* plants and this has helped in improving the quality of air we breathe.

Preservation of Books using natural methods: Neem leaves have been used in the library to keep away insects from destroying the books.

Water bodies on all sides: The campus is also blessed with natural water reservoirs which harbours a diverse aquatic ecosystem. The College uses these water bodies for fishery, Skill development training on net casting, and as ecosystem conservation for the neighbouring birds as a part of our environmental responsibility.

In addition, the college celebrates World Water Day, World Environment Day, World Ocean Day to create awareness among the students.

In addition, the institute envisaged to promote physical, cultural and moral development of the students and always work for inclusive education and especially for participation of women and backward rural communities in higher education. In line with its mission and vision, the college tries to enhance capacity building through the following practices:

1. For students: The college continually strives to create a healthy student centric environment by following the policies of gender and equity, inclusion and communal harmony. The college imparts teaching-learning in vernacular medium, Assamese language, so that they can understand the lessons in a better way.

Students belonging to BPL category are given free admission with an aim to make Higher Education accessible to all.

The college has engaged students in community services and outreach programs through its NSS and NCC units, Women's Cell and Eco Club. Most of the national and international events have been organized by the units and cells as mentioned.

The institute conducts career related programmes for students to enhance their capacity. Besides different awareness programme and coaching on extra-curricular activities are provided to students for enhancing knowledge and capacity.

2. For teaching staff: The college always encourages all the faculty members to enhance their

capacity through participation in conference, seminar and FDP like RC, OC and STC. Apart from that faculty members are also encouraged to conduct such programmes in the college. Time and again, the teachers are also trained on the use of ICT for teaching learning process.

3. For Non-teaching staff: Training programme on use of ICT in office management is conducted to upgrade the knowledge and skills of non-teaching staff for smooth functioning of the office.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Nestled within a lush, green, and serene environment, Baosi Banikanta Kakati College spans 10.4 acres of land. For the past fifty years, the college has been dedicated to delivering quality higher education to the local community, continually enhancing its academic environment. The campus is rich in biodiversity, boasting 78 species of fauna and 77 species of plants, including herbs, shrubs, and trees. A large pond on the southern side of the campus contributes to a thriving ecosystem that supports numerous aquatic animals and birds.

To sustain its green campus initiative, the college enforces several preventive and curative measures, such as banning plastic use, limiting motor vehicle access, and promoting electricity-saving equipment and alternative energy sources. Additionally, the college has leased its existing ponds, generating income while offering students skill-enhancing courses in pond culture and management.

The college also hosts a vermicomposting unit, currently in its early stages, with plans for gradual expansion to provide hands on training to students for self employment ando serve as an alternative financial resource. In the interest of the student community, the college offers three self-financing programs, two of which are affiliated with Gauhati University, while the BCA program is approved by AICTE.

As a provincialized institution, Baosi Banikanta Kakati College is governed by the rules of the Government of Assam concerning recruitment and financing. Given the shortfall of permanent teachers relative to the student enrolment, the Governing Body of the college periodically sanctions additional teaching positions, appointing temporary teachers who are paid from the General Fund of the college. This approach ensures that the teaching-learning process remains uninterrupted.

In addition to providing higher education at the undergraduate and postgraduate levels, the college has taken on the added responsibility of educating Higher Secondary (HS) students since its inception, as the HS section is integrated with the degree courses. Each year, over 600 students enroll in the HS program, which places additional demands on the college's teaching resources and classroom management. The institution also hosts a center for open and distance learning through Krishna Kanta Handique State Open University (KKHSOU).

Recognizing the importance of skill-based education, the college has recently introduced skill courses through IIT Bombay's Spoken Tutorial and PMKVY 4.0 initiatives.

Concluding Remarks :

Baosi Banikanta Kakati College was founded by a group of enthusiastic and indomitable local visionaries with the hope of uplifting a society mired in ignorance and backwardness. Over the past 50 years, the college has been a catalyst for observable change, impacting the community through its students and faculty. The sustained efforts of the college have helped local people appreciate the beauty and vastness of the world beyond their immediate surroundings. This, in turn, has inspired others in the greater Baosi area to break free from their cocooned lifestyles and embrace the joy of knowledge.

In this crucial transformation of society, Baosi Banikanta Kakati College can justifiably claim significant success. Having integrated the community into the broader societal framework, the college now takes on the

responsibility of guiding society towards understanding emerging national and global trends that are relevant to local needs. The college is committed to equipping individuals with the skills necessary to thrive in a competitive world.

All the plans and programs of the college are directed toward this goal. The preparation and submission of this self-study report evaluates objectively the efforts of the college in achieving this mission.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :6 Remark : DVV has excluded the irrelevant courses.
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* 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 Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>133</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>133</td><td>0</td><td>75</td><td>0</td><td>0</td></tr></table> Remark : DVV has excluded the irrelevant courses.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 684 Answer after DVV Verification: 363 Remark : DVV has excluded the repetitive students.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>

| 46 | 80 | 82 | 53 | 89 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46	61	69	53	69

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	85	88	70	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59	85	88	70	97

Remark : DVV has considered the excess admissions in reserved category under general merit.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	27	26	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	25	26	22	16

Remark : DVV has made changes as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	2.55	5	0

	Answer After DVV Verification :				
	2022-23	2021-22	2020-21	2019-20	2018-19
	0	0	0	0	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	6	1	2

Answer After DVV Verification :

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

Remark : DVV has considered the research papers in the Journals notified on UGC CARE list.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	11	01	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	22	6	3	3

Remark : DVV has considered the books and chapters in edited volumes/books published along with ISBN numbers as per the calendar year Jan-Dec 2018-2022.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	9	9	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	5	2	1	2

Remark : DVV has excluded the celebration days and considered programs which are benefit for the community.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
85.57	37.4	16.49	16.59	23.48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48.96	1.90	2.28	6.17	5.02

Remark : DVV has made changes as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
19	7	12	1	1

Answer After DVV Verification :

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

Remark : DVV has made changes as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered the awards/medals n sports/cultural activities at national/international level

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	15	0	0	0

Answer After DVV Verification :

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

Remark : DVV has considered the sports and cultural programs conducted on relatively closer dates under one single event.

6.2.2 — *Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	06	11	8	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	4	2

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per the supporting documents provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 51 Answer after DVV Verification : 57
1.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	59	53	49	47

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	47	48	49	49

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