



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

RADHA GOVINDA BARUAH COLLEGE

**R.G.BARUAH COLLEGE A.K.DEV ROAD FATASIL AMBARI
781025**

www.rgbaruahcollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 1978 with the noble aim of spreading the light of knowledge in what was then a remote corner of Guwahati, the college was named after the “architect of modern Assam” *Xingha Purush* Radha Govinda Baruah, whose contributions in the field of media, culture and sports are second to none. Over the years the college has made rapid strides and is now a leading institution of higher education offering many courses of study, with the ideals and values of the great personality whose name it proudly bears deeply embedded in its ecosystem.

In its initial years, the college functioned from a makeshift arrangement in Natun Fatasil Town High School with only a handful of students and teachers. The college shifted to its present campus spread over an area of a little over 3 acres in 1988 and was soon brought under the deficit grants-in-aid system of the Government of Assam in 1990, followed by the provincialisation of the Arts stream in 2006 and the Commerce stream in 2013. The college is permanently affiliated to Gauhati University and is under the purview of Sections 2 (F) and 12 (B) of the University Grants Commission Act 1956. The journey has seen many ups and downs since, but the college has always stood tall and carried on with its mission and vision. The main objective of the institution was to empower the students of the locality which it primarily serves to face the challenges that lay ahead. The task was monumental but the faith, courage and dedication of the teachers, both past and present, made it a satisfying one. Now in its 45th year, the college has 14 departments imparting quality education at the Higher Secondary and Undergraduate levels to more than 2000 students across a wide range of programmes.

The college can boast of having a committed team of experienced and young faculty whose role in giving shape to the life and career of students cannot be stressed enough. Besides academics, the inculcation of moral and social values among its students is another core thrust area of the college.

Vision

Vision

The vision of the college is to disseminate quality education to students including those who are underprivileged so that they may realise their potential and become responsible human beings in society.

Mission

Mission of the College:

The mission of the institution is to transform the vision of the college into reality by drawing action plans and working towards its fulfilment in a time-bound, robust and efficient manner as detailed below:

- To establish a congenial environment among the stakeholders of the institution with an aim to set a new benchmark in higher education;
- To provide the best in infrastructure and learning resources to students for quality education;

- To use modern teaching methods and technology to provide momentum to the teaching and learning process in the college;
- To extend social responsibility towards the local community in terms of education, health and environment in conformity with the principle upon which the foundation of the institution was laid;
- To promote academic excellence among students, taking the syllabus and the curriculum into consideration;
- To produce both Arts and Commerce graduates with attributes to face the demands of a competitive world;
- To draw out the latent talents and abilities of the students and to inculcate in them a passion for achievement;
- To help students develop skills of communication, self-study and self-analysis and help them realize their potential and calibre;
- To render academic and financial assistance to socially, economically and academically disadvantaged students;
- To guide students to cultivate moral and social values and help them grow as morally upright individuals, thereby preventing erosion of values and virtues in the society;
- To arouse in students a sense of social commitment by exposing them to real-life situations, particularly in the backward and rural areas and to motivate them to render meaningful community welfare service;
- To strive to become an autonomous institution in the foreseeable future; and
- To fulfill the objectives of NEP2020 in letter and spirit by 2030.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college has a vast area of more than 3 acres land in the urban zone of Kamrup (M) district suitable for carrying out necessary academic and extra-curricular activities and also for future infrastructural development.
2. The institution can boast of a well-qualified faculty, with a combination of experienced and young teachers, committed to achieve its vision, mission and objectives.
3. Teachers of the institution regularly attend various professional development and faculty development programmes for updating their teaching skills and domain knowledge.
4. The strict adherence to the institutional academic calendar, prepared in conformity with the affiliating university guidelines, ensure an effective curriculum delivery mechanism in the institution.
5. The admission, examination and continuous evaluation mechanism of the institution is robust and transparent. Grievances of students are resolved promptly.
6. The college has a well-stocked & partially automated library with sufficient number of books, reputed journals, and periodicals.
7. The Internal Quality Assurance Cell (IQAC) is an actively functioning one, with a dedicated team of members working towards ensuring and initiating many quality measures.
8. There is a well-equipped air-conditioned computer laboratory in the college.
9. The college has a large open stage to hold cultural activities and other functions.
10. For facilitating distance learners, the college has a study centre of Krishna Kanta Handique State Open University (KKHSOU), Guwahati.
11. The spirit of social responsibility shown by the members of the NCC and NSS units of the institution is

exemplary.

12. The college has shown commitment towards environmental consciousness by way of initiatives like tree plantation programmes, green audit and water testing at regular intervals.

Institutional Weakness

1. The infrastructure of the institution is very basic and the pace of upgrading the infrastructure to the next level has been slow.
2. The sanctioned posts of teachers is insufficient to meet the requirement of the ideal teacher-student ratio.
3. There is low student enrolment in some departments.
4. At present no department is offering PG programmes.
5. The institution has not been able to offer proper research and laboratory facilities to its faculty and students, thereby limiting its research activities.
6. The number of research publications of the faculties in UGC-CARE listed journals is not adequate.
7. Despite a large open space, the institution does not have a proper playground for students. Moreover, the unavailability of indoor stadium and shortage of sports materials limits the organization of various sports events in the college.
8. The unavailability of proper teachers' restroom, recreational facilities and day-care centre are acutely felt.
9. The college library has limited e-resources and digital facilities.
10. The inadequate number of smart classrooms is a hindrance in conducting ICT classes.
11. The institution has not been able to provide sufficient placement opportunities to students.
12. The number of computers for students' use is not sufficient.
13. The unavailability of science stream in the institution is a hurdle in fully implementing the multidisciplinary/interdisciplinary nature of NEP 2020.

Institutional Opportunity

1. Although none of the departments in the institution offer post graduate programmes, there is an opportunity to gradually introduce post-graduate courses in the institution.
2. There is scope for introducing Science Stream in the college.
3. The ample free land in the campus can be utilized for future developmental projects.
4. The institution is located near a commercial hub in the heart of the city of Guwahati. It shares almost 100 meters of boundary with the busy A. K. Dev Road which connects the NH 37 in the South. The institution has scope for generating revenue by utilizing this space.
5. There is an opportunity to introduce a number of skill-based courses which will help the students to engage themselves in various entrepreneurial works in future.
6. The institution is fortunate enough to have multicultural atmosphere within its campus with learners from each and every sect and religion of society. It can further bolster unity in diversity with its multicultural practices and approaches.
7. The institution can transform its learners into trained skilled labourers to generate their employability

potential in the many commercial establishments of the locality.

8. There is an opportunity for the institution to fulfill its social responsibility by allowing sharing of its resources to various organizations of the neighbouring community.
9. The large open space in the campus can also be utilized for plantation of valuable trees and medicinal plants.

Institutional Challenge

1. Most of the students belong to educationally disadvantaged sections of the society. It is a major challenge to help them achieve academic excellence.
2. It is a challenge to transform the basic infrastructure of the college into top level category.
3. Fund is a major requirement of any institution. Managing funds for academic, co-curricular and extension activities is a major challenge that the college has to face.
4. For holistic development of the students, there is a need to introduce different courses in the institution. But there is a lack of demand from students for traditional Arts courses. So motivating students to pursue traditional Arts Courses is a challenge for the institution.
5. With a number of private institutions with state-of-the-art facilities around the institution, it is a challenge to attract new students to enroll in a government institution with rather modest facilities.
6. The support-staff of the institution needs to be provided with training and motivation to constantly upgrade their skill-sets to keep pace with the times.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution gives utmost importance to its academic aspects emphasizing the successful and timely implementation of curriculum. Being an affiliated college, the curricular aspects of the institution adhere to the norms and regulations laid down by Gauhati University. Keeping in mind its ideals and long-term vision, the institution has developed a robust and thoughtful mechanism in the area of curriculum planning and delivery which is in tune with the emerging and evolving educational needs.

The process of curriculum planning and delivery is well-planned and executed with the total involvement of the administration and teachers. The academic calendar and the college timetable are prepared before the beginning of each session and every effort is made for the successful implementation of these. The departments have their teaching plans and daily class records to ensure that the process is properly documented. Continuous internal assessments are carried out regularly to keep tabs on students' progress.

A number of certificate and value-added courses have been introduced in the institution in the last couple of

years. These courses are designed for the benefit of students who are already enrolled in the other programmes offered by the institution. In the last five years, the institution offered more than 25 such courses with 573 students successfully completing the courses.

As regards curriculum enrichment, a number of courses which integrate various crosscutting issues like professional ethics, gender, human values and environmental concerns are taught in the institution. Moreover, various events and activities like International Yoga Day, National Voters Day, World Environment Day and self-defence training for girls are also regularly held to apprise students of the various crosscutting issues in society today. A large number of students have also undertaken project works to gain first-hand knowledge of such issues.

The institution has a systematic feedback mechanism. It obtains feedback from various stakeholders, carries out analysis and subsequently takes corrective action as and when needed. The feedback reports are uploaded in the college website.

Teaching-learning and Evaluation

The institution strives to offer students coming as they do from different academic and social backgrounds an effective and inclusive teaching-learning experience.

The average enrolment percentage in the institution for the last five years is more than with 50% of seats earmarked for reserved categories as per the Government of Assam rules. The percentage of students admitted against such categories in the last 5 years is 49.42%. The number of full-time teachers in the institution in the period is 53 with the student-full time teacher ratio being 1:32 the institution has a very substantial number of teachers with Ph.D/NET/SLET in the same period.

It is largely a learner-centric environment that the institution aims to provide to its students with its teaching-learning modality designed to be relevant to learners drawn from diverse backgrounds. Experiential and participative learning through project/field works, learning tours, student seminars, peer teaching, etc. is embedded into the institution's ecosystem. Moreover, the ICT facilities have been improved in the institution and teachers are making increasing use of such facilities to improve the learning experience for students.

A vigorous mechanism is in place in the institution for maintaining and increasing the efficiency and effectiveness of the evaluation and assessment system. The internal and external examinations are conducted in a time-bound manner following the rules and regulations of Gauhati University. Any examination-related grievance of students is dealt with in a compassionate manner.

All the teachers are aware of the learning outcomes and convey the same to the students in the classroom at the beginning of the course. The effectiveness of the teaching-learning process is reflected in the student performance in the examinations. Hence, the performance of students in the final semester examinations is evaluated and analysed regularly. The institution has been able to show improved results in the last 5 years with the average pass percentage being more than 75%.

Research, Innovations and Extension

The institution has been attempting to gather pace in the domains of research, innovations and extension by its

vision of looking beyond the borders of the classroom and fulfilling its social responsibility.

The faculty of the institution are keen to submit research proposals and quite a few Major and Minor Research Projects were granted and successfully completed in the past. Admittedly, however, the number of research projects in the last 5 years has been very low. Lack of research funding by the UGC may be one of the causes of this decline. The institution is now mooted the idea of providing funds to the faculty from its own resources to carry out research projects. The research acumen of the faculty is evident, however, in the large number of publications in books and journals in the last 5 years.

The Information and Career Guidance Cell (ICGC) of the institution has been at the forefront of the institution's attempt to grow an entrepreneurial spirit amongst the students. Towards that end, a number of workshops and awareness programmes have been organized by the ICGC. An IPR Cell and an incubation centre have been recently launched by the institution for the creation and transfer of knowledge/technology.

Over the years R.G.Baruah College has shown exemplary involvement in serving the community through extension activities. Many extension activities have been carried out in the neighbourhood community under the aegis of cells and units like NCC, NSS, Women's Studies Cell and Extension Education Cell. These extension activities inculcate in students their social responsibility besides sensitising them to various social concerns, which, in turn, help in their holistic development.

The institution has come to agreements with many academic institutions and other organizations for the purpose of collaborations in resource sharing, and student and faculty exchange.

Infrastructure and Learning Resources

The institution is providing adequate infrastructure to more than 1700 students at the UG level in the current year (in addition to more than 900 students at the HS level). The facilities available in the institution for academic and extra-curricular activities are optimally used by the students and staff and, thus, help in providing a conducive learning environment. For a college situated in the heart of an urban location, the availability of space for further augmentation and expansion is a great advantage. The college has certain well-established policies and procedures for the maintenance and replenishment of its physical facilities.

The college library has more than 18000 books and journals in different languages like English, Hindi, Assamese and Bengali catering to students from all disciplines. It is partially automated with an Integrated Library Management System (SOUL software) used for the cataloguing and issuing of books. Recently, the institution has launched the Digital Library facility on the institution's website.

The institution aims to equip itself with adequate technology deployment and maintenance to keep pace with the demands of a rapidly developing digital work environment. A large number of computers are available in the institution for use by students and staff. Two classrooms have been upgraded recently to digital classrooms. The seminar hall, conference room and laboratories are also well-equipped with IT facilities. The college website is a vibrant digital space for all the stakeholders with a host of activities done online and also for prompt dissemination of information. An IT partner has been enlisted for regular updating and upkeep of the portal. The Wi-Fi connection is provided by JioFi with a bandwidth of 100 MBPS.

Student Support and Progression

The effort to provide necessary support to students leading to their holistic development is an undeniable aspect of an institution, and R.G.Baruah College is not an exception to that. It is attempted to ensure that no student suffers for want of support from the institution.

The institution has many statutory/regulatory cells and committees to look after students' interests. Some of these include the Information and Career Guidance Cell, Grievances Redressal Cell and cells for minority, SC/ST and OBC students. The institution facilitates easy access to various financial assistance like scholarships and freeships provided by the State government. In the last 5 years, more than 80% of students have the benefits of such scholarships and freeships.

Various capacity development and skill enhancement activities have been organized by the institution in the core areas of soft skills, language skills and life skills. Awareness programmes on competitive examinations and career counselling are routinely organized in the institution.

The institution has a very strict policy for the redressal of issues pertaining to sexual harassment and ragging cases. It is due to such measures that there have been no reported cases of either in the institution.

The institution is concerned with students' progression to higher studies and keeps track of the vertical movement of its students. The institution feels proud of its many students who have gone on to excel in life after graduating from its hallowed portals by way of higher studies or employment. Steps are being initiated for campus placement and the holding of job fairs for the benefit of students.

Apart from academics, students of the institution have brought laurels to the institution by participating and winning prizes in various cultural and sports competitions in recent times. Students are given ample opportunities to hone their cultural and sports talents through organizing events like annual college week and university-level events.

The Alumni Association which has made a significant contribution to the development of the college. Under the newly introduced Purbajyoti Scheme, successful alumni are invited to interact with the present students and provide motivation and guidance in areas like PG entrance examinations.

Governance, Leadership and Management

The institution has always been determined to carry forward its founding vision and ideals. Towards that end, it has evolved a number of policies and practices in areas of governance and leadership. The involvement of all stakeholders in the effective functioning of the institution through the policy of participative management and decentralization is clearly evident. The Governing Body, the Principal, the Vice-Principal, the IQAC, the faculty and the non-teaching staff all work in tandem towards the fulfilment of its stated objectives.

The deployment of strategic/perspective plans are important cogs in the functioning of the institution and they are formulated on the basis of inputs received from all the stakeholders. The institution has a forward-looking vision and necessary thrust is, thus, given in all matters relating to its development.

The teaching and non-teaching staff of the college can avail the facilities of a host of welfare measures. Moreover, efforts are made to improve the professional competence of its staff by organizing various training programmes and also encouraging them to attend such programmes periodically. The IQAC has also put in place a system to constantly monitor the performance of the faculty, and suggest corrective measures, if and

when needed.

There are established procedures and policies for resource mobilization and ensuring financial transparency in the institution. Apart from the government funds, the institution also mobilizes some resources on its own. Funds thus generated are utilized optimally and utilization certificates have been submitted to the granting bodies on time. Regular financial auditing is carried out by the institution by CA Firm of A Roy Choudhury & Co.

Over the years the IQAC of the institution has played a key role in the development of the institution. It has institutionalized many quality assurance strategies and processes like teachers' academic profiles, academic doubt clearing days for students, feedback mechanisms, signing of MoUs, etc. for the development of the institution.

Institutional Values and Best Practices

The institution is committed to being responsive to various emerging and pressing issues pertaining to gender equity, environmental consciousness and inclusivity amongst others. The way in which these concerns are addressed is aligned with the mission and vision of the institution.

Several measures have been initiated by the college for the promotion of gender equity. No discrimination on the basis of gender is tolerated in the campus. The Committee against Sexual Harassment of Women at Workplace is actively working to register any misconduct against women. Awareness programmes are regularly organized by the Committee. The Women Studies Cell is also constantly working in this regard by organizing events like International Women's Day and conducting self-defence camp for girl students. Gender Audit has been conducted on the campus for the last few years.

The institution is also conscious of its role towards environmental consciousness. Energy saving measures, water conservation, waste management, Green Audit and tree plantations are some of the initiatives taken by the institution.

The institution has been catering to the educational needs of students belonging to diverse backgrounds and has succeeded in providing an inclusive environment for all. Efforts are made to inculcate constitutional obligations, values, rights, duties and responsibilities in both employees and students.

'Academic Doubt Clearing Day (ADCD)' and 'Self-Defence Training Camp for Girl Students' are the two best practices in the institution which are unique in their concepts and have also succeeded in yielding positive results.

One of the priorities and thrust areas of the institution is the uplift of the socially and economically disadvantaged group of students and providing an inclusive environment for all—an ideal with which the college was founded. The collective endeavour has resulted in students with poor to modest academic careers showing marked improvement in their results at the undergraduate level and also demonstrating social commitment, moral uprightness, and harmony and tolerance towards all.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RADHA GOVINDA BARUAH COLLEGE
Address	R.G.Baruah College A.K.Dev Road Fatasil Ambari
City	Guwahati
State	Assam
Pin	781025
Website	www.rgbaruahcollege.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Pranjit Kr. Nath	091-9864021587	9435305374	-	rgbaruahcollege1978@gmail.com
IQAC / CIQA coordinator	Rupam Hazarika	0361-3502923	9435101687	-	rgbaruahcollegeiqac@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 minority institution	No

Establishment Details	

State	University name	Document
Assam	Gauhati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-01-1996	View Document
12B of UGC	01-01-1996	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	R.G.Baruah College A.K.Dev Road Fatasil Ambari	Urban	3.306	2281.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Assamese,Honours	48	HS	Assamese	45	42
UG	BA,Bengali,Honours	48	HS	Bengali	10	9
UG	BA,Economics,Honours	48	HS	English + Assamese	20	19
UG	BA,Education,Honours	48	HS	English + Assamese	60	57
UG	BA,English,Honours	48	HS	English	45	42
UG	BA,Hindi,Honours	48	HS	Hindi	20	16
UG	BA,History,Honours	48	HS	English + Assamese	20	17
UG	BA,Mathematics,Honours	48	HS	English,English + Assamese	10	0
UG	BA,Political Science,Honours	48	HS	English + Assamese	45	41
UG	BCom,Accountancy,Honours	48	HS	English + Assamese	170	164
UG	BCom,Finance,Honours	48	HS	English + Assamese	130	124
UG	BCom,Management,Honours	48	HS	English + Assamese	130	123
UG	BA,Arts,Alternative English El Hindi El Bengali Satriya	36	HS	English + Assamese	75	71

	Dance CA					
UG	BA,Arts,English Assamese Bengali Hindi Political Science Education Economics History Mathematics	36	HS	English + Assamese	0	0
UG	BCom,Commerce,General	36	HS	English + Assamese	0	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				12				30			
Recruited	0	0	0	0	5	7	0	12	12	12	0	24
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	4	6	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	11	3	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	7	1	0	8
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	4	0	5	4	0	16
M.Phil.	0	0	0	0	0	0	7	6	0	13
PG	0	0	0	2	3	0	1	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	4	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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	788	16	0	0	804
	Female	913	9	0	0	922
	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	30	44	15	10
	Female	41	30	31	19
	Others	0	0	0	0
ST	Male	12	9	15	3
	Female	12	20	20	7
	Others	0	0	0	0
OBC	Male	64	79	57	36
	Female	53	75	51	42
	Others	0	0	0	0
General	Male	133	132	130	71
	Female	170	170	134	93
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		515	559	453	281

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The New Education Policy (NEP) has guided institutions towards providing a multidisciplinary education, fostering a more holistic development of the students. Keeping in terms with the same, R.G.Baruah College is dedicated to offering its students the finest interdisciplinary/multidisciplinary knowledge available. The fact that the college offers undergraduate programmes in both B.A. and B.Com programmes has made it easier for the institution to seamlessly incorporate multidisciplinary and interdisciplinary approaches. For example, a student pursuing a B.A. course can opt for multidisciplinary subjects like Basic Commerce or Media and Information Science. On a similar note,</p>
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	<p>Environmental Science is offered as an elective under the Value Added Course (VAC) category and the various skill papers also follow the same ethos. In the present CBCS system, students are provided the scope to explore various fields of study through SEC and Generic Elective papers. In addition to this, different add-on courses are offered by the departments to help in developing a more holistic and well-rounded perspective among the students. In keeping with the guidelines of NEP 2020 implemented by Gauhati University from the current session, the institution facilitates a student enrolling for undergraduate education to exit at the end of the first with a certificate; diploma in the second year; degree at the end of third year and degree with honours in the fourth year.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits facilitates seamless academic mobility for students across Higher Education Institutions (HEIs) following a structured credit transfer mechanism. As an institution affiliated with Gauhati University, the institution is confined to operating within the guidelines set by its parent institution which is registered under the ABC. The institution allows its students to register in ABC under Gauhati University. However, the college has taken proactive steps to educate and create awareness among students about the functioning of ABC on various occasions and has actively supported them in creating their own ABC profiles. More than 700 students have already created their ABC profiles. The institution is fully equipped to enable credit transfer of students as and when the need arises.</p>
<p>3. Skill development:</p>	<p>R.G. Baruah College is dedicated to aligning with the National Education Policy's emphasis on enhancing students' employability through skill development. This commitment is reflected in our implementation of various certificate courses in areas such as Web and Graphic Designing, DTP and Proof Reading, Script Writing and Editing, Spoken English, Personality and Soft Skills Development, Pre-Primary Teacher Training Programme, Folk Dances of Assam, Travel and Tourism as well as the Fundamentals and Techniques of the Stock Market. Since the implementation of CBCS in 2019, Skill Enhancement Courses have been part of the curriculum and this has continued under the newly implemented NEP 2020 framework as well. These</p>

	<p>encompass subjects like Business Communication, Public Speaking, Technical Writing, Grammar and Composition Skills, Democracy and Leadership Building, Spoken Hindi, ByabaharikAsomiya, Data Collection and Presentation, and Information Technology in Business among many others. Moreover, the Women's Studies Cell has introduced courses focused on Self-defence, Hair Styling, Makeup, and Stitching, with the aim of skilling students for self-reliance. The Information and Career Guidance Cell of the institution has been conducting programmes for developing the entrepreneurial spirit among students. The college has also signed a Memorandum of Understanding (MoUs) with the National Institute of Electronics and Information Technology (NIELIT) for the introduction of skill-based courses and AMTRON, a Govt of Assam organisation, for assisting students for internship as mandated in NEP-2020. In addition to this, various courses in the UG programmes also integrate universal human, moral and citizenship values for the holistic development of students. Cells like NCC and NSS regularly carry out activities that instil the values of social responsibility. Plans are afoot to introduce vocational and skill-based courses aligned with the National Skill Qualifications Framework shortly in addition to those already offered by Gauhati University.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The CBCS curriculum offered by Gauhati University incorporates MIL (AEC) as a compulsory course for BA students. These MIL subjects include Indian languages like Assamese, Hindi, and Bengali. Moreover, our syllabus has included studies on Indian Knowledge System like Indian Political Thought, Indian Economy, Indian History, Indian Education System etc. The college observes various national/regional days so that the feeling of patriotism and nationality can be inculcated among the students. The Department of Performing Arts is offering a course on the Sattriya Dance form which is our local art form.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The priority and thrust area of the institute is the implementation of outcome-based education in teaching-learning as it forms an integral part. As Outcome Based Education is the need of the hour, the college is focused on training all the faculty members on outcome-based education to achieve the paradigm</p>

	<p>shift from the teacher-centric education system. Course Outcomes and Programme outcomes are mentioned in the UG CBCS curriculum of Gauhati University. Recently introduced NEP 2020 of Gauhati University also has laid down the learning outcomes in terms of POs and COs. The students are made aware of these Programmes and Course Outcomes in the introductory classes of different departments at the beginning of the Academic session. Moreover, emphasis has been given to experimental learning methods like field study, industry visit, visit to academic institutions and invited lectures by eminent academicians. Some participatory learning methods like preparation of wall magazine, debates, quizzes etc. are also used to focus on outcome-based education. Students do departmental project work on a regular basis as problem problem-solving activity.</p>
6. Distance education/online education:	<p>ODL mode of vocational education in educational institutions has great importance in the present-day situation. There are various possibilities for offering vocational courses through ODL mode in our college. As our college is a multidisciplinary institution, we can offer vocational education in different subjects through ODL. In the commerce discipline, we can offer taxation practices, GST, entrepreneurship etc. We can introduce vocational education in classical dance as we have a Performing Art department. It is possible for us to create MOOCs for such types of vocational courses. At present no technological tools have been developed for teaching learning activities. However, the institution is trying hard to provide blended learning. The faculty members reach their students online through Google Classroom, WhatsApp group, YouTube etc. besides their normal traditional classroom activities.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes, the college has an Electoral Literacy Club (ELC). The ELC of our college has been formed as per the Director of Higher Education guidelines. The college has also taken the initiative to form the ELC under the guidance of some teachers and student leaders of the college.</p>
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<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The Department of Political Science takes the initiative to coordinate the ELC. All the faculty members of the department are members of the club. The General Secretary of the Student's Union body along with the other office bearers are also the members of the ELC.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC of the college celebrates National Voters' Day in collaboration with the Department of Political Science every year to create awareness and encourage young voters. It has organised various programmes and successfully urged many new eligible voters to enrol their names. They are encouraged to use the online voter registration process of the ECL.</p>
<p>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.</p>	<p>As yet no such programmes have been undertaken. But there are plans to launch a campaign covering neighbouring communities to create awareness of the inclusion of the names during the summary revision of electoral rolls.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC of the college, under the leadership of some students and the guidance of a group of teachers, has started to help the students who are above 18 to enrol their names in the voter's list and take part in the electoral process of the country.</p>

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
1427	1212	970	1000	1031

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: 53

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
44	45	44	43	43

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
119.22	19.33	49.90	31.89	21.61

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:

Affiliated to Gauhati University since its establishment in 1978, R.G.Baruah College has adopted the curriculum provided by its affiliating university. The institution takes into account various factors like its mission and vision, infrastructure availability, resource potential and students' concerns while operationalizing the curriculum. Its engagement in the implementation of the curriculum is marked by a thoughtful and robust mechanism. The entire process is planned and carried out at various levels as detailed below:

- At the beginning of each academic session, the Principal convenes a meeting of the Heads of the Departments/Academic Council to chalk out the strategy for the implementation of the curriculum within the framework provided by the affiliating university. A review of the previous session is also done to sort out any impediment for further improvement of the process. The Internal Quality Assurance Cell (IQAC) also provides inputs regarding the same.
- An **academic calendar** is prepared by the IQAC in conformity with the academic calendar of Gauhati University, clearly stating the number of teaching days, dates of final and internal examinations, field trips, etc for effective implementation of the curriculum. Various annual events and commemorative occasions are also incorporated in the academic calendar. It is uploaded in the College website for access of students. Every effort is made by the institution to adhere to the academic calendar in letter and spirit. During the pandemic, however, the academic calendar had to be modified as per the evolving situation.
- The Principal constitutes a committee comprising the Vice-Principal, the IQAC Coordinator and a few senior teachers to frame the central **college timetable**. It is prepared before the start of the new academic session and takes into consideration the credits allotted to each paper. It is put up in the college notice board as well as the institutional website for easy access of students.
- Each department, in turn, chalks out its **teaching plan/strategy** in its departmental staff meetings. The departmental class routine is also prepared for the purpose with classes allotted by the Head of the Department depending upon the specialization and workload of teachers. The **Teachers'**

Diary ensures documentation of the classes taken and allows in keeping a tab on the progress of the syllabi.

- The **continuous internal assessment** is carried out by the institution on the basis of the guidelines provided by the affiliating university. Written sessional examinations, projects, home assignments, group discussions, class seminars, etc are routinely conducted by the institution under the supervision of an examination committee formed by the Principal at the beginning of each session. All records are properly maintained by the departments and subsequently submitted to the university.
- During the **COVID lockdown**, classes were held online on platforms like Google Meet and Zoom, and later physical classes were re-opened on a staggered basis following government protocols. Not only were the students provided with study materials through different means like Google Classroom, WhatsApp groups and the college portal but the examinations also, both internal as well as external, were conducted virtually.

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: 27

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: 10.16

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
496	46	31	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:

Functioning as it does as an affiliated college, the institution follows the curriculum framed by Gauhati University which has introduced a number of courses integrating crosscutting issues like Professional Ethics, Gender, Human Values, Environmental concerns into it. Going beyond the confines of the

prescribed curriculum, the institution has also introduced a number of add-on courses and undertaken various activities that aim at holistic development of students.

Professional Ethics

A few courses in the BA and B.Com programmes aim to inculcate a sense of professional ethics in students. The Department of Education offers courses on 'Public Speaking Skill' and 'Guidance and Counselling' which helps students to acquire necessary competencies for the professional world. Similarly, the language departments offer courses on 'Business Communication' to students of the Commerce stream. Add-on courses like 'Spoken and Communicative English', 'Soft Skill and Personality Development' also aid to integrate relevant professional skills into the curriculum.

Gender

BA (Education) has a course on 'Women and Society'; BA (English) students are offered courses on 'Contemporary India: Women and Empowerment and Women's Writing' and 'Women's Writing'; and BA (Political Science) offers courses on 'Feminism: Theory and Practice' and 'Women, Power and Politics' as part of the Honours or Regular programmes. Various other papers, especially on literature, also partly deal with the issue. These courses familiarise students on the pressing concerns related to gender.

Human Values

The institution also integrates the crucial issue of human values and rights into the curriculum through courses like 'Citizen and Rights', 'Human Rights' and 'Human Rights in India' as part of the syllabus of BA (Political Science). Similarly, the Department of Education offers courses on 'Human Rights Education' and 'Value and Peace Education' in the honours programme.

Environment and Sustainability

One compulsory course on 'Environmental Studies' is offered in BA and B.Com 2nd Semester, and in the newly introduced Value Added Course under NEP 2020, to sensitise students on environmental concerns. It also includes a project report which provides them the scope of experiential learning. Besides, the Department of Economics has a course on Environmental Economics for its 6th semester students to acquaint students with another important perspective related to environment and sustainability.

In addition to these courses, various events and activities have also been implemented to integrate the various cross cutting issues while transacting the curriculum.

- As with the rest of the world, the institution also celebrates International Yoga Day on 21 June every year to inculcate the values of physical and mental health on students. Besides, a certificate course on Yoga has been started from the session 2022-23.
- The Department of Political Science observes the National Voters' Day on 25th June to imbue students with the values and duties as citizens of the country.
- Celebration of World Environment Day on June 5 and regular tree plantation programmes create awareness among students on environmental concerns.
- The Women's Studies Cell (WSC) has been organising self-defence training camp (TangSoo- do)

for girl students since the last five years.

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: 51.58

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

Response: 736

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 90.68

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
515	559	453	281	341

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
575	575	500	360	360

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 66.24

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
151	156	145	87	89

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
230	230	200	144	144

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 32.43

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:

Catering to learners from diverse backgrounds, each with unique ability and attributes, the institution designs its teaching-learning modality so as to be relevant to the learner group. It is largely a learner-centric environment that the institution aims to provide to its students. Educational methodologies applied in the institution like participative learning, experiential learning and interactive learning facilitate effective teaching-learning process and supplement the traditional modes of teaching. The use of emerging digital technologies in education brings students closer to newer and wider resources of learning. Teachers in the institution are always alive to the evolving needs of the students and, thus, continually upgrade their teaching methods. Each department attempts to incorporate newer and innovative teaching methods to make the teaching-learning experience a more effective one.

Some of the measures initiated by the institution aimed towards enhancing learning experiences are mentioned below:

- The departments of History, Education, Political Science, Economics and Commerce offer courses involving project works involving surveys and field-works whereby students are taken to various historical sites, villages, industries, etc. to give them first-hand experience of various social, historical and economic issues.
- Even students of departments like Assamese, English, Hindi and Bengali which do not require projects or field trips as part of the curriculum are regularly taken out on educational tours to help them learn about their historical, cultural or environmental heritage.
- Regular student seminars are conducted by the departments to acquaint them with the process of participative learning. The process of paper presentations helps students to hone their writing and critical thinking ability, besides learning the skill of oral presentation.
- Recently, the institution has also engaged students in activities like peer-teaching whereby they are taken to nearby primary and high schools to impart basic lessons on language and numerical skills under the guidance and supervision of teachers from the college. This helps in their learning process.
- Each department has its own wall-magazine which is wholly curated and designed by the students. This is an example of participative learning.
- Activities like group discussions, brain storming, team teaching and quizzes are also part of the teaching strategy to keep the students more engaged in the class.
- Of late, the ICT facilities have been improved in the institution and teachers are making increasing use of such facilities to improve the learning experience for students. Digital interactive panels have been installed in a few classrooms which aid in the teaching-learning process through audio-visual means. There are plans to further boost the ICT facilities in the institution.
- During the COVID pandemic, teachers used ICT tools like Google Meet, Google Classroom and the institution's own portal extensively to provide class notes and other online resources.

These student-centric teaching methods and activities help students to think critically and build their self-confidence, besides inculcating in them a new love of learning. The institution believes in constantly improving its teaching methods to keep pace with time and with that aim in mind, plans are afoot to further improve its ICT facilities.

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: 92.8

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
47	47	47	48	47

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 59.36

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
30	27	27	24	22

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

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:

A robust mechanism is in place in the institution for maintaining and, if needed, increasing the efficiency and effectiveness of the evaluation and assessment system. Both the internal and external assessments are carried out in accordance to the guidelines issued by the affiliating university.

Internal Assessment

- The college conducts its Continuous Internal Evaluation (CIE) adhering as closely as possible to the dates mentioned in the institutional academic calendar through sessional examinations, seminar presentations, group discussions, class attendance, etc.
- The mechanism of internal assessment is also explained to students in the orientation programme held on the first day of a new session.
- An examination committee is formed by the Principal with teachers as members for the smooth conduct of the CIE.
- This is done in a regular and transparent manner, and in conformity with the rules laid down by Gauhati University.
- Sessional examinations are held once in every semester. Marks are subsequently uploaded in the Gauhati University portal.
- Question papers are set by the teachers at least a week before the start of the examination and submitted to the Examination Committee.
- Notices regarding submission of assignments and projects are issued in due time allowing students' ample time to complete them.
- Those students having valid reasons for remaining absent during these tests are allowed opportunities to appear again before the submission of marks to the affiliating university.
- During the period of the COVID-19 pandemic, the Continuous Internal Evaluation (CIE) was done in the online mode. Students were sent their assignments on the class-wise WhatsApp groups and were asked to submit by e-mail.

External Assessment

- The semester-end final examinations are usually held in the months of November/December and May/June according to the schedule released by Gauhati University.
- The Examination Committee ensures that the exams are held without any hitch.
- The question papers sent by the University are kept in the College Strong Room adjacent to the Examination Branch under constant CCTV surveillance.
- Only teachers are allotted invigilation duties.
- The answer scripts are dispatched immediately to the designated examination zones.
- Practical examinations are held in the institution in the presence of university-appointed external examiners.

Examination Related Grievance Redressal Mechanism

- The college has a proven mechanism to deal with examination related grievances.
- The evaluated answer scripts of sessional examinations are shown to students in the class according to the schedule notified. A day is specially earmarked on the academic calendar for this purpose. Not only are the students apprised about their performance but also mistakes, if any, are rectified immediately. Only after this are the marks uploaded on the university portal.
- The uploading of the marks on the University examination portal is done under the supervision of the coordinator of the college Examination Committee as well as the Head of the Departments.
- For any grievance related to the external examination, the examination committee looks into the matter compassionately and forwards the application to the Controller of Examinations of Gauhati University for further action.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institution is fully aware of the importance of the Programme Outcomes (POs) and Course Outcomes (COs) in its scheme of things, and is, thus, committed to work towards their attainment.

- The institution has been following the learning outcomes as stipulated by Gauhati University in the CBCS syllabi and curriculum.
- With the implementation of NEP-2020 in the state, the institution has adopted the learning

outcomes framed by Gauhati University for the newly admitted FYUGP programmes.

- The Course Outcomes of the add-on courses are framed by the offering departments.
- All the teachers are aware of the learning outcomes and convey the same to the students in the classroom at the beginning of the course.
- Besides, the programme and course outcomes are also explained to students on various occasions like orientation and counselling programmes for newly admitted students.
- The Programme Outcomes (POs) and Course Outcomes (COs) are also uploaded on the institution's website for easy access of students.
- These POs and COs are regularly updated on the website as and when new courses are introduced or modifications made to the existing syllabus by the affiliating university.
- The learning outcomes are also communicated to students through other channels like the class WhatsApp groups.
- These are also available in the departments for easy reference of teachers and for communication to students.
- The POs and COs help to prepare the feedback and accordingly provide constant improvements through corrective interventions.
- Each student is assigned a mentor by the institution who also conveys to him/her the expected attributes on completion of their course and/or programme.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution routinely evaluates the attainment of the stated Programme Outcomes (Pos) and Course Outcomes (COs). Some of the measures undertaken for this purpose are as follows:

- The effectiveness of the teaching-learning process is reflected in the student performance in the examination. Hence, the performance of students in the final semester examinations is evaluated on the basis of the result analysis carried out by a committee formed for the purpose by the Internal Quality Assurance Cell.
- The external Academic Audit conducted by the Gauhati University in 2023 also provided a yardstick to measure the attainment of the learning outcomes of the various programmes offered by the institution.
- The marks secured by students in the internal assessments also allow the departments to evaluate the attainment of the course outcomes.
- Questions in the internal examinations are set in such a manner that tests whether a student has

succeeded in achieving the stated objectives of the particular course.

- Besides, activities like classroom interaction, unstructured interviews, oral evaluation, assignments, projects, etc. also contribute to the evaluation of the attainment of course outcomes.
- Students' participation in the Academic Doubt Clearing Day (ADCD) and the doubts that they bring to the table also helps to measure the attainment of COs and POs.
- The placement record of students in various organizations is also a pointer to the attainment of learning outcomes.
- The progression of students to the PG level of education is another marker that is used to measure the attainment of course outcomes.

The feedback received from the students and the alumni regarding curriculum and teaching is another way by which the institution evaluates its attainment of the stated learning outcomes.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 78.21

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
338	197	259	200	165

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
425	261	313	255	228

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: 3.85

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: 0.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.9	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 is fully aware of its role in the creation and transfer of knowledge/technology among its faculty and students, and has taken many steps and initiatives for the same. Some of these are:

- The Information and Career Guidance Cell (ICGC) has been striving since its formation to inculcate the value of self-reliance and entrepreneurship in students. Regular programmes are organized by the cell towards the fulfilment of its objectives. Successful entrepreneurs have visited the college and interacted with students to mentor innovative thinking. An innovative design workshop called 'Udaan' was organized by the cell in association with the Lions Club of Guwahati in an effort to give wings to their innovative business ideas.
- In keeping with the spirit of the National Education Policy (2020), the propagation of the Indian Knowledge System (IKS) has been included in the institutional plans. Two members of the faculty were designated to participate in a short-term course on IKS organized by UGC-HRDC

Gauhati University with the aim to streamline and systematize its implementation in the institution. Moreover, a committee has been constituted to monitor its effective functioning.

- An Intellectual Property Rights (IPR) cell has been constituted in the college recently. The cell will look into creating awareness about IPR amongst teachers and students.
- Teachers from the institution have helped in the transfer of knowledge/technology by dint of their participation as resource persons in different seminars, workshops, etc.
- Dr.Utpal Kalita, Assistant Professor, Department of Education, has also developed modules and course materials for online learning platforms like SWAYAM .
- Many teachers of the institution have also been part of course development councils of Gauhati University and other organisations.

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: 4

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	1	1	1

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: 0.19

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
3	4	1	0	2

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Institutional data in the prescribed format	View Document

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

Response: 1.28

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
20	15	16	13	4

File Description	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

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 is fully committed to fulfil its social responsibility. And with that in mind, many extension activities are carried out in the neighbourhood community under the aegis of cells and units like NCC, NSS, Women's Studies Cell and Extension Education Cell of the institution. These extension activities inculcate in students their social responsibility besides sensitising them to various social concerns, which, in turn, help in their holistic development.

National Cadet Corps (NCC)

- The NCC unit of the institution has upheld its founding ideals and values by being active throughout the year. From taking part in various activities of the college to organising different social outreach programmes, the Unit has done its bit to serve the society. The NCC cadets have undertaken regular cleanliness drives and plogging activities in the neighbouring areas spread awareness about cleanliness and environmental issues, and thus uphold the aims of *Swachh Bharat Abhiyaan*. Besides, the unit has also organized voluntary blood donation camps to sensitize students about this life-saving measure. The unit has distributed food and other relief materials to flood victims.

National Service Scheme (NSS)

- The NSS unit of the institution has also kept up the motto of the organisation by being involved in various social activities. From holding voluntary blood donation drives to plogging more than 200 kgs of trash from the neighbouring locality, the NSS unit of the institution has shown extraordinary commitment to social causes.
- It has gone beyond the campus to organise *Swachhata Shramdaan* and plantation drives in some rural areas of Assam, thereby inculcating the values of social service in the students of the college.

Extension Education Cell (EEC)

- The Extension Education Cell of the college also carries out many social outreach programmes as part of the institution's social responsibility. A literacy drive in the neighbouring Fatasil Ambari GMC Harijan Colony was carried out on 29th September 2022 with 22 student-participants. It also undertook Cleanliness Drive at Natun Fatasil Town High School with 20 student participants on 26th April 2023. Moreover, four students of the Dept of English accompanied by Asst Professor, Ms. Priyanka Raya, also conducted classes for the students of Class X in Natun Fatasil Town High School on 27th to 29th April 2023.
- For empowering women of the locality, it has organised programmes like Banking Awareness for Homemakers.
- It has carried out activities to foster connections with inmates of vagrant home for children—'Shishu Griha'—to reach out to the unfortunate children.

Women Studies Cell (WSC)

- A two-day training for the women of the nearby area on Awareness on Use of Mobile Applications for Digital Payment, e-governance Service, IT Application & Cyber Security for Women was conducted by the cell in association with the National Institute of Electronics and Informative Technology (NIELIT), Guwahati.

File Description	Document
Upload Additional information	View Document

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

The college has been providing yeoman's service in the domain of extension activities from a long time. The range of extension activities range from teaching at neighbouring schools to environmental protection endeavours. Although the institution has not received any awards as such for extension activities from government bodies yet, its efforts and activities have received recognition from different quarters in recent times. Some of the government/government recognised bodies as listed below have appreciated the extension activities carried out by the institution in their organisations:

- Natun Fatasil Town High School
- Bishnupur Bidyaniketan High School
- Dakhin Guwahati Lachitgarh High School
- BMBB Commerce College
- Ambari High School
- P.B.Kaniha Higher Secondary School
- Sonaram HS School
- Bengali Higher Secondary School
- O/O Controller of Examination, Gauhati University
- Fatasil Bazar Byabasayee Samitee
- Binova Nagar L.P. School
- Ministry of Youth Affairs and Sports

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: 36

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
10	8	8	6	4

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
Provide Links for any other relevant document to support the claim (if any)	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: 19

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The infrastructure and physical facilities available in the institution are adequate in catering to more than 1700 UG students admitted in various programmes in the streams of Arts and Commerce (in addition to more than 900 students at the Higher Secondary level). The existing infrastructural facilities are used in a well-planned and judicious manner for the effective and efficient conduct of the educational programmes as well as for extra-curricular and recreational purposes as detailed below:

- At present, the college has more than 20 well-ventilated classrooms providing a conducive environment for learning. The number of classrooms is adequate to conduct classes in the programmes offered by the institution.
- Two classrooms have been upgraded to ICT-enabled classrooms providing teachers and students with another facility in the teaching-learning process.
- The institution has a Computer Laboratory with more than 25 computers and other ICT facilities. The Psychological laboratory in the Department of Education is well-equipped with different tools and instruments.
- Computing equipment like desktop monitors, Wi-Fi etc. is also available in the college library, examination branch, IQAC, departments and the administrative branch.
- The institution also has one Conference room with a capacity of 60 people and a Seminar Hall with a capacity of 150 people having adequate facilities for conducting various meetings, seminars, conferences, workshops etc.
- A 1320 sq ft open stage in the campus is used to hold events like Freshmen Social, Annual College Week and other cultural programmes in the college. Necessary instruments for cultural activities are also available in the institution.
- The college has a spacious playground measuring about 3000 sq ft which is used for all kinds of sports and games, including events in the annual college week. The institution has a good stock of sports equipment.
- Separate rooms are provided to the NCC unit, Alumni Association, Students' Union, Sports Cell and Yoga Centre for their regular activities.

The institution has established systems and procedures for maintaining and utilizing its physical, academic and support facilities as mentioned below:

- Upgradation of computers is periodically done and anti-virus software is installed for a hassle-

free work environment. An IT firm is enlisted to carry out computer-related maintenance work.

- The college timetable is designed in such a manner that optimum utilization of the classrooms is ensured. The institution periodically reviews the condition of the classrooms and carries out necessary repairs and replenishments.
- The institution has a dedicated support staff of peons, *maalis*, sweepers and security personnel who look after the campus, toilets, common rooms, etc.

Although the infrastructure available is adequate, there is scope for further infrastructure augmentation. The total land area of the college is quite big for an urban college which can be utilized for many academic and extra-curricular activities. A new library building is under construction with funds received from the Infrastructure Development Grant of the Govt. of Assam. A separate academic block with two classrooms has been constructed under RUSA 2.0. The playground is being developed in a phased manner.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 53.44

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
84.91	3.0	35.53	5.81194	.0354

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 R.G.Baruah College Library, presently housed in the main building of the institution, is a treasure trove of knowledge for students and teachers. The learning resources available in the college central library provide the users with information and knowledge pertaining to their chosen area of study. The dedicated staff in the college library is led by the librarian Mr. Ajit Talukdar. The salient features of the library are as stated under:

- The current holdings stand at more than 18000 books and journals in different languages like English, Hindi, Assamese and Bengali catering to students from all disciplines. Students with valid library cards are allowed to borrow books for a period of 14 days. The card is to be renewed every session.
- Besides books and journals, the library has a number of newspapers and magazines available for teachers and students in the reading hall. Question papers from previous years are also made available for students.
- At the beginning of each academic session, the college library organizes an orientation week for the benefit of the new users. The support staff informs students about the procedures and discipline to be maintained in the library as well as gives them instruction on how to search for titles in the library.
- The college library is partially automated with an Integrated Library Management System (SOUL software) which helps in the cataloguing and issuing of books.
- Issue register and accession register are maintained properly.
- Recently, the library has initiated a 'Digital Library' section on the institution's web portal where students can access class notes, question papers and college publications among others from the comfort of their homes.

- The library has provided all the faculty members with the membership of N-LIST for assistance in their research-related works.
- The average annual expenditure for purchase of books/e-books and subscription to journals, etc. is Rs. 755526/-
- The percentage per day usage of the library by teachers and students is 6%.
- A library committee is constituted every year to ensure the proper functioning of the college library.
- Books are kept in a clean set-up and regular cleaning and dusting are carried out by the support staff.
- A separate and larger building for the college central library is under construction with a financial grant from the Infrastructure Development Grant of the Govt. of Assam. The utilization of the first installment has been submitted and the college is now awaiting the release of the second installment to complete the project.

Besides the central library of the college, each department in the institution also has its own departmental library with a substantial number of valuable books and journals. Students are allowed access to these resources as well. The total number of books in the departmental libraries is more than 18482 and the total number of journals subscribed is 13.

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:

The institution aims to equip itself with the best IT facilities for its teachers, students and employees. There are policies and strategies in place for adequate technology deployment and maintenance to keep pace with the demands of a rapidly developing digital work environment. Starting with almost negligible IT facilities, the college has certainly covered significant ground in providing adequate ICT facilities for students and teachers. An overview of the IT facilities in the institution is as follows:

- The institution has a well-equipped computer laboratory with more than 25 desktop computers with Wi-Fi connection. The laboratory is largely used by students opting for Information Technology in the B.Com Programme. The add-on course on Tally and E-Filing is also held in the computer laboratory.
- There are also 4 computers in the College library with one dedicated for students to search for their required titles. The library also has a Wi-Fi connection. The process of digitalization of library resources is also underway and at present students can get access to old question papers, class notes, college magazines and newsletters online via the Digital Library facility on the college website.
- Besides those earmarked for academic use, there are adequate numbers of computers and related peripherals in the institution for administrative purposes. There are desktop computers available in the Principal's office, examination branch and the Internal Quality Assurance Cell (IQAC). In addition, there are a couple of laptops as well available for use as and when needed.
- At present, the institution has two ICT-enabled classrooms. Each department takes regular classes in these rooms which have served as vital aids in teaching.
- Besides, the seminar and the conference halls have LCD projectors installed in them which are regularly used for various programmes like workshops, seminars, etc.
- An additional portable projector is available for use in any room.
- The college website (www.rgbaruahcollege.ac.in) is a vibrant digital space for all the stakeholders with a host of activities done online and also for prompt dissemination of information.
- An IT partner, S.S.Technologies, Guwahati, has been enlisted for regular updating and upkeep of the portal which is used by students for admission and examination-related matters among other areas of operation.
- Latest licensed software including anti-virus software is installed in the computers to ensure regular updating of its facility.
- The Wi-Fi connection is provided by JioFi with a bandwidth of 100 MBPS.
- AMTRON, a Government of Assam undertaking, has also provided free internet on the college campus.

Despite the adequate IT facilities in the institution, the need for further augmentation in this area is acutely felt. There are plans to convert a few more of the existing classrooms into smart classrooms. The complete digitization of the college library and expansion of the computer laboratory are also on the anvil.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 35.68

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

Response: 40

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

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: 2.96

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
3.37	0.161	0.58	2.65	0.395

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: 84.98

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
1103	1212	970	820	688

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: 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: 19.04

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
429	145	140	271	89

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

5.1.4

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

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

Response: B. 3 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: 13.29

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
46	41	26	21	20

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
338	197	259	200	165

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

5.2.2

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

Response: 0.4

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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: 5

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
5	0	0	0	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

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: 3.2

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
6	4	1	3	2

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

5.4 Alumni Engagement**5.4.1**

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

Response:

Established in 2003, the R.G.Baruah College Alumni Association was registered under Societies Registration Act with Regd.No.RS/KAM(M)/263/K/162 in 2015-16. The Association remains in constant touch with the college and shares the values and ideals of the institution. It has been working for the development of the college since the beginning. The association has been provided with a room on the campus for its smooth functioning. The following are the major areas in which the Alumni Association has been engaged with the institution:

- Regular meetings of the executive body of the Alumni Association are held to chalk out its activities and plans.
- With the aim of keeping alive the memory of the great Assamese cultural icon, Dr. Bhupen Hazarika, the Alumni Association installed a bust of the legendary singer, writer and music composer in the college campus. Every year the Association observes the death anniversary of the legendary Dr. Hazarika in the institution.
- In the activities of the Alumni Association, its socio-cultural responsibility is clearly reflected. It has taken several initiatives to felicitate many prominent personalities of Assam for their contribution towards the development of Assamese literature, language, arts, etc.
- A new scheme—‘Purbajyoti’—has been initiated by the institution in collaboration with the Alumni Association under which successful alumni in every field come and talk to the students on relevant issues like preparation for PG entrance examination, career options after graduation, counselling, etc. Students get motivated by listening to their success stories.
- An alumnus of the Department of Education, Komal Nayana Choudhury, regularly conducts psychology workshops for students.
- The Department of Assamese invites some of its notable alumni, now teaching in other colleges, to take some classes for the current students.
- The Department of English has conducted a few motivational sessions on preparation for the PG entrance examination for its students aspiring to take admission into PG courses. These sessions were conducted by the alumni of the department.
- A few alumni from the Department of Hindi also conducted sessions for the present students.
- Two alumni of the college, Pranita Kalita and Samir Roy, are presently working against sanctioned posts of Assistant Professor in the departments of English and Accountancy respectively while another alumni, Tridip Medhi, is engaged as a full-time teacher in the Department of Finance.
- Most departments of the institution also have their own alumni meets. They are always thought to be an integral part of the departments.
- The task of compiling an alumni database is currently underway. A separate login tab has been introduced in the college portal for this purpose.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The policies and practices that have evolved in an institution in the matter of governance, leadership and management are markers of its effective functioning. The governance and leadership in R.G.Baruah College is also truly reflective of and in tune with the vision and mission with which the college was started.

The institution's overarching **vision** is to disseminate quality education to students, including those who are underprivileged, so that they may achieve their academic potential and also fulfil their social responsibilities as human beings.

The institution constantly strives towards achieving its **mission**

- to establish a congenial environment for the stakeholders of the institution;
- to provide better infrastructure and learning resources to students for quality higher education;
- to use modern technology in teaching and learning; and
- to fulfil the institutional responsibility towards the local community regarding education, health and environment.

The Governing Body, which is the highest decision-making body of the institution, is constituted by the Higher Education Department, Government of Assam as per The Assam Non-Government College Management Rule as amended up to date. Committed to the vision and mission of the college, it strategizes and plans tirelessly in the pursuit of its noble objective of sustained institutional growth. It formulates policies in the matter of planning, recruitment, performance appraisal and financial management. The members of the Governing Body are drawn from among the various stakeholders like university nominees, teachers of the institution, non-teaching staff and guardian members among others. Regular meetings of the Governing Body ensure the effective functioning of the institution.

An institution stands tall on the strength of its workforce and its collective efficiency. Decentralization is the key in this regard. And it is with this mantra that various academic and administrative committees are formed in the institution. Teachers, non-teaching members and students also participate in other decision-

making bodies in the institution. The various cells and committees that are formed in the institution like the admission and examination committees, IQAC, NCC, NSS, Women's Studies Cell (WSC) and others have adequate representations of all stakeholders.

Teachers are also given independent charge as coordinators of IQAC, RUSA, AISHE, SWAYAM, CBCS, NEP, etc. Even in the case of NAAC assessment preparation, seven committees are formed with all the teachers being allotted responsibilities as members or criterion coordinators.

In the matter of NEP implementation as well the institution has been proactive and forward-looking. A committee was constituted in this regard to oversee its successful implementation. The admission for the current year was in accordance with the NEP regulations issued by the Government of Assam and the institution has also gone onboard the SAMARTH portal towards the fulfilment of the same.

There is a visible and healthy camaraderie among the management, the Teachers' Unit, the employees and the Students' Union, all working in tandem for the betterment of the institution.

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

Policies

- Major administrative policies are framed by the Governing Body of the institution in accordance with the rules and regulations set by regulatory authorities like the UGC, the affiliating university and the State government.
- The policies so formed are attempted to be followed in letter and spirit by all concerned of the institution.
- In its policy-making the Governing Body of the institution is aware of the institutional perspective plan and works towards its fulfilment.

Administrative Setup

- The Governing Body which is the highest decision-making body of the institution is spearheaded by its President nominated by the Government of Assam.

- The Principal is the head of the institution and executes the plans and policies formulated by the Governing Body. The effectiveness of the functioning of the institution is ensured and monitored by the Principal who has regular consultation with the Governing Body as well as the Government of Assam and other regulatory bodies.
- The Vice-Principal looks after the day-to-day academic aspect of the institution and also fulfils the responsibilities of the Principal in his absence.
- The Internal Quality Assurance Cell is another important arm of the administrative setup. The Coordinator of IQAC leads a committee of members which executes measures for the overall quality improvement and assurance in the institution.
- The office of the college is headed by the Senior Assistant who reports to the Principal. The junior assistants have been allotted various responsibilities like accounts, examinations, admissions, scholarships, etc.
- The Grade IV employees form the support staff.

Appointment and Service Rules

- Being a provincialised college of the Government of Assam, the institution ardently follows the rules and procedures laid down in the Assam College Provincialisation Act 2005 followed by the Assam College Provincialisation Act 2010 and its amendments in case of appointment and service.
- Appointments are made after a process of advertisement, interview and subsequent approval from the Director of Higher Education, Assam as per Government OM on appointment of Teaching, Non-teaching staff and Principal.
- The incumbents are bound by State government and UGC rules while in service. Promotions are accorded on the basis of the OM on promotion of the Education Department, Govt. of Assam. The necessary procedures of API and DPC are routinely followed by the institution. The non-teaching personnel are promoted on the basis of State Government guidelines.

Deployment of Institutional Strategic and Development Plans

The strategic/perspective plan is an important cog in the functioning of an institution, and R.G. Baruah College is no exception. Such plans are formulated in the highest decision-making bodies like the Governing Body or the Internal Quality Assurance Cell (IQAC). Obviously, input from all stakeholders is sought in this regard. The different committees in the institution monitor the transparency in the deployment and implementation of such plans. In recent times, development plans for infrastructure have been submitted to RUSA, and subsequently grants to the tune of Rs 1.55 cr have been received. Apart from infrastructure development plans, other strategic plans lay emphasis on academic development and social responsibility.

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: A. All 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

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:

Human resource planning is an integral part of the institution. The welfare of its teaching and non-teaching staff is always high on the agenda of the institution. Such measures keep the workforce motivated and the work environment conducive to the overall progress of the institution. There are a host of government welfare schemes that the institution implements in earnest for the benefit of its staff. These include:

- **Leaves:** Besides the regular casual and earned leave that an employee is entitled to, the institution allows its employees to avail of other leaves like maternity leave, medical leave and child care leave as the case may be.
- **Pension Benefits:** At the time of superannuation, pensioners' benefits under schemes like the

Group Insurance Scheme, Gratuity, Leave Encashment, General Provident Fund and New Pension Scheme are allowed to be availed by the employees

- Leave to attend seminars/ conferences: Teachers are encouraged to attend faculty development programmes and seminars/ conferences regularly for updation of their knowledge and research areas by providing them with duty leave as and when needed.
- Research and Publication Cell: In order to promote research and publication among teachers, the institution has started a Research and Publication Cell recently. One book, entitled *Insights* has already been published with research articles of many members of the faculty. More publications and seminars/workshops are in the pipeline.
- Committee Against Sexual Harassment of Women at Workplace: In order to provide a safe and secure workplace to female employees and students, a committee that looks into complaints of harassment of women is in place. If any such complaint arises, the committee will attempt to resolve it immediately.
- Welfare Committee: A Welfare Committee has been constituted recently to look after issues regarding employees' welfare.
- Doctor on Call: There is the facility of a doctor on call to attend to the employees in case of any medical exigencies.

Performance Appraisal System

- The performance appraisal of teaching staff is carried out according to the latest UGC regulations. The college has a system to collect, monitor and evaluate the teacher's performance through the Internal Quality Assurance Cell of the college. The IQAC maintains teachers' profiles which are updated every quarter. Certificates, appointment letters, letters of grants, etc. are collected by the IQAC as supporting documents. At the time of CAS promotion of teachers, the information provided by the teachers is verified and forwarded to the Principal for necessary action.

- Confidential annual performance appraisal reports are also prepared by the Principal in a prescribed format and sent in sealed covers to the Director of Higher Education, Assam for promotional matters.
- Besides, the students, parents and alumni also give their feedback on the performance of the teachers on the college portal. This allows the teachers to self-evaluate their performance as educators and take any corrective measures if needed.
- The performance of the non-teaching staff is monitored by the Principal and corrective measures are taken whenever necessary. MACPS policy is followed by the institution for promotion related matters of the non teaching staff.

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: 0

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

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

File Description	Document
Institutional data in the prescribed format	View Document

6.3.3

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

Response: 15.2**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
16	07	10	02	15

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
22	22	22	22	22

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

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:

The institution has certain well laid out strategies for mobilization and optimal utilization of resources and funds. These are stated below:

- The major sources of funds that the institution receives are in the form of grants from the State Government, UGC and RUSA. The funds so received are utilised for the purpose for which it was

sanctioned.

- The institution also collects admission fees under various heads, a part of which is subsequently deposited to the state government/affiliating university. For students benefitting from the Assam Government Fee Waiver Scheme, the Government reimburses the institution its due share.
- Besides these, the institution has also received funds for specific purposes from philanthropists in recent times. A toilet block and an open stage were constructed from these grants.
- An amount of Rs.17000/- is mobilized by letting out the premises for a Karate Training Centre for young children of the locality after college hours.
- Similarly, one classroom is also let out on Sundays to an Art School for a consolidated amount of Rs.15000/-
- The college canteen, run by a private party, also is a source of resource mobilization as an amount of Rs.5000/- is paid to the institution by the party.
- The institution has also managed to collect an amount of Rs.10020/- as a venue charge by letting out its facility to be used for conducting various government examinations.
- Moreover, under an MoU signed with Scholar’s Academy, 15% of the fees collected for the Certificate Course on Tally and E-Filing is received by the institution.
- The institution has various committees like the Construction Committee, Purchase Committee and RUSA Project Monitoring Unit to ensure the optimal utilization of allocated funds as well as the timely completion of the projects.
- The Governing Body of the institution also monitors the overall utilization of resources.

Financial Management

The College maintains systematic records of its finances and accounts. There is a well-defined procedure for financial management in the institution.

- The internal and external financial audits are conducted regularly.
- Internal audit is conducted by auditors appointed by the College every year. The Chartered Accountant firm of A.Roy Chohdhury & Co has been carrying out the internal audit of the college since 2016. The auditor verifies all the financial transactions of the institution for each financial year and submits the report to the Principal who, in turn, places the report in the Governing Body for approval.
- The external audit is conducted by the Department of Local Audit, Government of Assam. The last external audit was carried out in 2017-18. Audit reports and audited statements of accounts are submitted and discussed in the Governing Body.
- Queries and suggestions are resolved satisfactorily.
- The institution also ensures the timely submission of audited utilization certificates to various funding agencies.
- The Management makes a periodic review of the financial position of the organization.

File Description	Document
Upload 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:

Constituted according to the latest NAAC guidelines with members drawn from the management, administration, teachers, non-teaching staff, students, alumni and the local community, the IQAC of the institution has a participatory approach to fulfilling of its stated objectives. Regular meetings of the IQAC are held and the proceedings, minutes and Action Taken Reports are uploaded to the college website.

Over the years the IQAC has institutionalized many quality assurance strategies and processes for the development of the institution such as:

- The institution constantly reviews its teaching-learning process, structures and methodologies of operations to record the incremental improvements in various activities. An example of institutional reviews and implementation of teaching- learning reforms facilitated by the IQAC is the maintenance of teachers' academic profiles.
- For the review of the success of the Programme Outcomes and Course Outcomes as well as to prepare students for better performance in their examinations, the IQAC has initiated a unique concept of Academic Doubt Clearing Day (ADCD) for students. Since the last few academic sessions, this concept has been institutionalized by the IQAC with the aim of helping students with their last-minute doubts and questions. It is conducted about a week or so before the start of the semester-end examinations and the tentative date is included in the institution's academic calendar.
- The mentor-mentee system has been formalized by the IQAC in the institution. All the students at the undergraduate level are allotted mentors among the full- time teachers of the college who are accessible to them at all times.
- The IQAC of the institution has also formalized and institutionalized the system of student feedback. Earlier the process was conducted manually which proved to be a time-consuming and laborious exercise. However, since the last few sessions, the system of online feedback has been introduced by the IQAC. The feedback report is uploaded on the institution's website.

- The IQAC also maintains a systematic record of the various activities undertaken in the college. Annual profiles are collected from the departments as well as various cells and committees in the college.
- The IQAC has submitted all the Annual Quality Assurance Reports (AQARs) to NAAC on time and there are no pending AQARs.
- In keeping with the recent developments in the field of higher education, the IQAC also conducted programmes on important issues like the Choice Based Credit System, Revised Accreditation Framework of NAAC, National Education Policy 2020, and Academic and Administrative Audit among others.
- Training programmes for the teachers and the non-teaching staff on E-learning resources and E-Governance respectively have been organised by the IQAC in collaboration with the IT partner, S.S.Technologies.
- The IQAC also initiated the process of various quality audits like Academic and Administrative Audit (AAA), Green Audit and Gender Audit in the institution.
- Several Memorandums of Understanding (MoUs) have been signed with other institutions/organizations, and activities undertaken, in the area of academic collaboration under the initiative of the IQAC.
- During the COVID Lockdown, the IQAC also initiated measures for the continuation of classes in the online mode.

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:

The institution is always committed to the cause of gender equity and has made great strides towards achieving it. There is no discrimination at all in the institution on the basis of gender. Several measures have been initiated by the institution for the promotion of gender equity:

- The various cells and committees in the institution maintain gender parity and women members have always been given equal representation as their male counterparts in these bodies including the Governing Body and the IQAC.
- Two of the previous Principals have been women and the institution feels proud to be led by their dynamic leadership for close to two decades, including the two previous NAAC cycles.
- The institution has an active Women Studies Cell (WSC) which regularly holds discussions, talks, webinars, counselling, etc. in the college on gender and related matters. Every year International Women's Day is celebrated on 8th March in a befitting manner by the WSC. Talks and lectures are held with distinguished speakers invited on the occasion. All the members of the staff wholeheartedly participate in these events.
- To create awareness on gender issues, the WSC also provides a platform to the teachers in the form of a wall-magazine, *Apora*.
- The cell has also been successfully organizing a self-defense camp for girls for the last few years.
- In the last year a number of add-on and skill-based courses for the girl students were introduced.
- The Committee against Sexual Harassment of Women at Workplace is actively working to register any misconduct against women. Awareness programmes are organized by the Committee and newly admitted students are also informed about the necessary provisions in law for such cases during the Orientation Programme.
- The institution has organized programmes on women's issues including menstrual health.
- With an explicit focus on gender equality, the Gender Audit has been successfully carried out during the last two years.
- The safety and security of women on the campus are strictly monitored by CCTV cameras placed in different corners of the college. To ensure the same, security personnel are also deployed on the campus on a 24-hour roster.
- There is a well-equipped common room for female students with toilets and incinerators.
- The need for a daycare centre is felt by the institution. Plans are being made to have the facility on the campus for female employees in the future.

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
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: C. Any 2 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

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, since its foundation, has been catering to the educational needs of students belonging to diverse backgrounds and has succeeded in providing an inclusive environment for all. It has always been at the forefront of sensitizing students to the cultural, regional, linguistic communal and socio-economic diversities of the state and the nation.

- Students belonging to different castes, religions, and regions pursue their educational dreams in the college without any discrimination.
- For the promotion of inclusivity, various cultural programmes are organised to celebrate the cultural, linguistic, ethnic and regional diversities of the country.
- Silpi Divas is celebrated in honour of the cultural icon of Assam ‘Rup Kunwar’ Jyoti Prasad Agarwalla on 17th January every year.
- Rabha Divas is also celebrated every year to honour the contributions made by ‘Kalaguru’ Bishnu Prashad Rabha to the cultural field of Assam.
- The Department of Assamese and Bengali regularly organise International Mother Language Day in a befitting manner to instil in students a sense of pride for their mother language.
- Hindi Divas is organised by the Department of Hindi every year to promote the Hindi language. Renowned guest speakers have visited the institution on these occasions.
- Rabindra Jayanti is observed by the Department of Bengali every year in honour of Rabindranath Tagore.
- Along with this, national festivals, birth anniversaries and memorials of great personalities are celebrated with great fervour in the college.
- During the annual college week, the cultural procession showcasing the ethnic and religious diversities of the nation is a major attraction.
- The noble tradition of ending all functions in the institution with the state anthem is also in line with sensitizing students to the spirit of unity.

In an effort to inculcate the constitutional obligations, values, rights, duties and responsibilities in both

employees and students, the institution celebrates various related programmes with great fervour.

- Occasions like Independence Day and Republic Day are celebrated every year to sensitise students to the constitutional spirit of liberty, equality, justice and fraternity, and to honour the date on which the constitution of India came into effect.
- National Voter's Day is also organized by the Department of Political Science to make students aware of their fundamental voting rights.
- An Electoral Literacy Club has also been recently started in the institution to inculcate the spirit of the electoral franchise in students.
- The college has also been very active in observing "Azadi Ka Amrit Mahotsav" to commemorate 75 years of India's independence and the glorious history of its people, culture and achievements.
- The election to the Students' Union is held every year in a democratic manner which also sensitises students on this issue.
- The activities of NCC and NSS are also aligned with the responsibilities of students.
- The institution abides by a Code of Conduct for students, teachers and employees which is uploaded on the college website. A video made by the College authority on the Code of Conduct is played out on occasions like the Orientation Programme for newly admitted students to sensitise them on the same.

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

1. Title of the Practice: Academic Doubt Clearing Day (ADCD)

Objectives of the Practice:

- To enhance students' academic performance by providing them with direct solutions to any queries related to their courses
- To create supportive learning space
- To help students remove any pre-examination anxieties they may have.
- To build students' confidence in their academic abilities by addressing their doubts and concerns.
- To encourage active participation to learning rather than passive consumption of information.
- To promote critical thinking among students and help in overall holistic growth of the students.

The context:

Because of the sheer paucity of time and the intensity of the syllabus to be completed, a teacher is unable to invest much time in solving students' doubts. This results in uncertainty and low confidence among the students. Through the practice of Academic Doubt Clearing Day, the institution seeks to increase the problem tackling capability of the students and also build up their confidence to face the exam.

Practices:

The Academic Doubt Clearing Day, spearheaded by the IQAC, has been successfully implemented for the past four years. Annually, on a designated date, undergraduate students are encouraged to bring forth any queries or uncertainties they may have regarding their courses or papers. Faculty members collaborate with them to address and resolve these doubts. Additionally, students are provided the option to submit their queries in advance via email or WhatsApp, allowing teachers to furnish them with supplementary materials, if needed. This initiative was initially introduced on April 20, 2019.

Various rooms are allocated for different subjects, enabling students to approach the relevant teacher either individually or in small groups to discuss their academic concerns. A well-structured schedule for the Academic Doubt Clearing Day is shared with the students a day or two in advance to ensure its smooth operation. Each department keeps a record of participating students and gathers their valuable feedback.

In response to the surge of Covid-19 in 2020, the doubt-clearing sessions were conducted online, in platforms such as Google Classroom, WhatsApp, and Google Meet. Students were instructed to submit their doubts to teachers by uploading them on Google Classroom or through WhatsApp. For those interested, each department provided a Google Meet link for interactive sessions with teachers. This practice has proven to be effective in evaluating instructional methods and pinpointing areas for improvement in classroom delivery.

Evidence of Success:

- The act of students seeking out their teachers to address even minor doubts is a significant measure of success in itself.
- Students indulging themselves in self-questioning and counterquestioning in regards to their doubts indicate their rigorous engagement in what they are learning and understanding.
- The feedback provided by students is invaluable, particularly when they express their satisfaction and enhanced understanding of the material.
- Their consistent requests for more doubt-clearing sessions further underscore the effectiveness and accomplishment of this practice.

Problems Encountered and Resources Required:

- Limited turnout of students or their hesitancy in seeking clarification.
- Less motivation among the students.
- Unavailability of essential reading materials.
- The constraint of time, which can potentially impede the thorough addressing of students' doubts.

2. Title of the Practice: Self Defence Training Camp for Girls' students

Objective of the Practice:

- To empowering women in all aspects of their lives
- To instill the confidence to navigate the world without hesitation

- To provide hands-on training in self-defence techniques

- To enhance personal safety and security
- To develop a sense of self-assurance and empowerment
- To enable them to face challenges with resilience
- To encourage a holistic approach to well-being, emphasizing both physical fitness and mental strength
- To promote a proactive approach to personal safety.
- To focus on practical scenarios that women may encounter in their daily lives and how to face them
- To help women take leadership roles and advocate for their own safety and the safety of others

The Context:

In light of the alarming rise in crimes against girls across the nation, the Women Studies Cell (WSC) of the college recognized the pressing need to contribute towards providing a sense of security and protection for these young women in society by organising self-defence training camps.

Practices:

The Self-Defence Camp, an annual venture led by the Women Studies Cell (WSC) of Radha Govinda Baruah College, commenced in 2020 and has since proven to be a highly effective initiative. This seven-day training camp provides participants with comprehensive instruction about the practical and theoretical aspects of self-defence. It has become an essential component of our Women's Day Celebration, attracting female students from diverse backgrounds. The classes are skilfully conducted by two seasoned experts in Tang Soo Do namely, Debojit Gogoi and Bornali Gogoi.

The inaugural year of the training program witnessed a significant surge in enrolment, with numerous girl students eagerly registering. Their keen interest was well justified. Recognizing this enthusiasm, it was unanimously decided to extend and conduct the program annually. The students' demand for this initiative proved to be immensely valuable. During the initial day of the training, participants are introduced to fundamental skills followed by more advanced techniques. The instructors present real-life scenarios and demonstrate how to effectively address them. This hands-on approach helps participants not only understand the theoretical aspects but also gain practical experience in applying the self-defence techniques.

Evidence of Success:

- The surge in enrolment during the inaugural year and subsequent years is a clear indication of the program's popularity and effectiveness.
- Positive feedback and testimonials from the participants.

- Coverage of the program in local media indicates the program’s impact and success.
- The training camp has been consistently conducted over the years underscores its enduring success

Problems Encountered and Resources Required:

- Encouraging students to actively participate in the training program can be challenging.
- Limited space, funding, access to appropriate training facilities, can impede the program's success.
- Coordinating the training sessions with students' academic schedules and other extracurricular activities can be difficult.
- Without continued practice of skills, participants may forget what they've learned.

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:

Established in 1978 with the noble aim of carrying the light of education to the marginalized sections of society, particularly in the Fatasil Ambari area of the city, R.G.Baruah College still stands committed to providing an inclusive environment—the ideal upon which it was founded. At the beginning of its journey, the college catered largely to underprivileged students, most of whom were first-generation learners. Even today the majority of students belong to the educationally and financially disadvantaged groups. Moreover, a vast majority of its students also belong to the scheduled tribes, castes and other communities that make up the social fabric of Assam. Be that as it may, the college, in keeping with its vision, has not only tirelessly endeavoured to facilitate the academic pursuits of its students but also attempted to instil in them the feeling of harmony, tolerance and inclusivity.

Over the years the college has been able to carve a niche for itself among the higher educational institutions of Guwahati. The attention that the students belonging to educationally disadvantaged groups need is provided with utmost care and sensitivity by the teachers of the institution. The commitment and hard work of the faculty have paid off as students with modest academic careers or poor educational backgrounds have shown marked improvement in their results at the undergraduate level. Their expectations are no longer just to pass examinations but to excel in them. So much so that in recent times almost all the departments have been able to produce students securing first class. They have gone on to realize their potential by working in various government and private organizations. Many of them have also excelled in the professional world by virtue of their entrepreneurial spirit.

The institution has dedicated cells for SC/ST, OBC, minority and girl students for their welfare. These cells help the students belonging to these categories in matters relating to scholarships and other government schemes. The college complies with the latest government directives on the reservation of seats for these categories. In the last five years, more than 95% of the seats reserved for different quotas have been filled. The institution also has a healthy male-female ratio. The issues and concerns of the female students are regularly addressed by the Internal Complaints Committee and the Women Studies Cell by way of organising awareness and counselling programmes. The safety and security of female students are regularly ensured. Moreover, the college has been organising self-defence training camps for girls since 2018. The needs of the Divyangjan students are looked after with utmost concern and sensitivity by the institution. Ramps have been provided at strategic points for ease of access.

The cultural programmes and other annual functions which showcase the songs and dances of the various ethnic communities ensure that the students become aware of the cultures and traditions of their fellow students and thereby inculcate a feeling of harmony and brotherhood. What has been heartening to notice is the participation of students belonging to one community in the songs and dances of another. Many events that commemorate the social, cultural and linguistic diversity of the region are organised throughout the year. Besides, students are also familiarized with various social issues by conducting regular awareness programmes and activities in and outside the campus. The cultivation of moral and social values among its students is another core area of concern in the college. Value-oriented programmes are periodically held for the benefit of students. Students from diverse backgrounds get representation in units like the NCC, NSS and the students' union. They demonstrate social commitment and moral uprightness not just within the campus but also beyond it by participating in various events and spreading the message of unity and togetherness in the neighbouring Harijan colony and destitute home among others.

The role played by the faculty of the college in giving shape to the lives and careers of underprivileged students cannot be stressed enough. With great passion and patience, the teachers have been successful in drawing out the latent talents and abilities of the students. Slow learners are not made to feel left out and every effort is made for their uplift. The teachers make themselves accessible to students at all times, helping them with extra classes whenever needed. Financially weaker students have also been helped by providing them with books and other learning resources.

The idea of inclusivity is also reflected in the workforce of the institution. The male-female ratio amongst the teaching and non-teaching staff is a healthy one. Almost all the communities of Assam get representation in the staff of the institution. No discrimination on the basis of gender, cultural, ethnic or linguistic background is allowed in addressing the needs of the students. Despite its varied background, the staff shows exemplary commitment towards the fulfilment of the institution's aspirations and ambitions.

Thus, students of the disadvantaged sections of society with weak educational and financial backgrounds who are admitted in large numbers in the college are not made to feel insecure or inferior to anyone else. Inclusiveness has always been in the foreground in the institution's plans for the future. The students have also responded in a positive manner by inculcating the values of hard work, sincerity and fellow feeling. The outcomes are conspicuous for everyone to see. What sets R.G.Baruah College apart from most educational institutions is its feeling of camaraderie among the students, teachers, staff and administration—irrespective of caste, creed or economic status—all on board together to take the institution to even greater heights.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

With its stated objective of upgrading the institution to the next higher level, R.G.Baruah College is constantly aiming to achieve its vision and mission. Besides the information already stated in the various criteria of NAAC, the institution also has a number of other good practices and initiatives to bring about academic excellence, infrastructural augmentation and social responsibility. There are plans on the anvil to introduce new academic programmes like PG, BBA and skill-based courses to transform the institution into a multidisciplinary educational hub. An annual lecture organised in memory of the founding President of the College, Sri Binoy Bhusan Choudhury, is an important event in the institution's calendar. Over the years many distinguished personalities have graced the occasion and have delivered inspiring and thought-provoking lectures on an array of significant topics. Another good practice of the institution is the publication of its annual newsletter. The information compiled in the newsletter has made it a vital piece of document for the institution. Students get to express their creative thoughts in the college magazine, RGBIAN, and also in the departmental wall magazines. The annual college week allows students to demonstrate their sporting and cultural potential. The cultural rally taken out by students during the event is a sight to behold as the ethnic diversity of the state is displayed in full splendour. Infrastructure wise a few projects are underway and a few are in the pipeline. The new library building is nearing completion; the college playground is being developed in a phased manner and construction is going on for a few new classrooms.

Concluding Remarks :

Radha Govinda Baruah College is inching towards completing five decades of its glorious existence. At the time of its establishment, not many would have envisaged that the institution would be able to rise to the state that it has done. The credit for leading the institution from its rather humble beginnings to being one of the leading institutions of Guwahati must go to the founder Principal, former and present teachers, students, alumni, parents and people of the locality. Starting with only a handful of students and a few courses, the institution now has more than 1700 students enrolled in its UG programmes and a number of add-on/value-added courses. The mechanism of feedback from students keeps the institution abreast of the issues faced by students, and addresses them. Results have improved considerably over the years and almost all the departments are producing students with first class on a consistent basis. Teaching methodology and techniques have evolved with time, and more technology is being increasingly brought into the classroom. The institution is also aware of its social responsibility and hence regularly undertakes many extension activities—and it has received appreciation from different quarters for such initiatives. The infrastructure available in the college is adequate for now but with many plans and projects on the anvil, it may soon be at par with top-tier institutions. The interest of students is always given top priority and every effort is made to offer support and guidance to them. In its governance and leadership, the institution has always complied with the government's rules and policies. The inclusive character of the college is visibly apparent in the various events and functions held in the college, and is one of its thrust areas.

This Self-Study Report (SSR) is a sincere attempt on the part of the institution to document its history, profile, activities and perspective plans. The preparation of it has also provided the opportunity to self-reflect on its functioning and thereby work on areas which need more sustained efforts. It is hoped that the proposed 3rd cycle of NAAC accreditation and assessment will be a validation of its claims and achievements and also provide a roadmap for its future development.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 753 Answer after DVV Verification: 736</p> <p>Remark : As per clarification received from HEI, DVV input is recommended.</p>																																								
2.1.2	<p>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</p> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>212</td> <td>213</td> <td>185</td> <td>117</td> <td>134</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>151</td> <td>156</td> <td>145</td> <td>87</td> <td>89</td> </tr> </tbody> </table> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>213</td> <td>213</td> <td>185</td> <td>134</td> <td>134</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>230</td> <td>230</td> <td>200</td> <td>144</td> <td>144</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	212	213	185	117	134	2022-23	2021-22	2020-21	2019-20	2018-19	151	156	145	87	89	2022-23	2021-22	2020-21	2019-20	2018-19	213	213	185	134	134	2022-23	2021-22	2020-21	2019-20	2018-19	230	230	200	144	144
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230	230	200	144	144																																					
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research</p>																																								

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	0	.9	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.9	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
8	6	4	7	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	1	0	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
20	15	16	13	4

Answer After DVV Verification :

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

10	8	8	6	4
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :19

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
14.16492	6.6519	7.22732	9.31186	6.72658

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.37	0.161	0.58	2.65	0.395

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
1	2	1	1	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
7	0	0	0	0

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
30	10	1	13	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	1	3	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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
40	50	12	12	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	07	10	02	15

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
8	8	8	7	7

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>197.76</td> <td>32.82</td> <td>62.66</td> <td>45.23</td> <td>31.80</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>119.22</td> <td>19.33</td> <td>49.90</td> <td>31.89</td> <td>21.61</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	197.76	32.82	62.66	45.23	31.80	2022-23	2021-22	2020-21	2019-20	2018-19	119.22	19.33	49.90	31.89	21.61
2022-23	2021-22	2020-21	2019-20	2018-19																	
197.76	32.82	62.66	45.23	31.80																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
119.22	19.33	49.90	31.89	21.61																	