



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

WOMEN'S COLLEGE, TINSUKIA

DURGABARI RONGAGORA ROAD P.O. TINSUKIA

786125

www.wcttsk.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Women's College, Tinsukia was established in 1966 with a view to furthering the cause of Women Empowerment by providing *quality higher education* to girls of the region. Affiliated to the Dibrugarh University, the college, over the years has established itself as one of the premier institutions of higher education for women in this region. Located at the heart of the cosmopolitan town Tinsukia of Assam, the college is well connected with rest of the world by Road, Rail and Air services. At present the college has two campuses. The old campus is at the heart of the town, fragmented with a total campus area of 1.6 Acres (4.83 Bigha). The new campus is of area 6.61 Acres (20 Bigha) and is located in a rural area (outskirt of Tinsukia town). Infrastructural development works for the new campus are going on utilizing RUSA grant and our own resources.

Vision

To become a Centre of Excellence of the highest order and to contribute towards the Nation building.

Mission

To spread the cause of women's education in this remote and disadvantaged part of the country and to produce students who are temporally relevant, educated in the real sense of the term and socially conscious human beings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- We are a Premier Institution of higher education for **Women** in this region.
- Location at the heart of the town; well connected through Road, Rail and Air. Easier and cheaper mode of conveyance available for students.
- Innovative teaching-learning.
- Skilled and dedicated faculty members.
- Consistently Good Academic Results & Satisfactory Progression record.
- Good infrastructure & ICT facilities.
- Adequate Computer facilities and satisfactory "student-computer ratio".
- Good numbers of Career oriented (Skill Based/ vocational) Courses.
- Active *Career Counselling & Placement Cell* and other support services.
- Exemplary Extension Services.

Institutional Weakness

- Scattered old Campus with limited space.
- Location at the heart of the town has its own disadvantages viz. noisy and at times hazardous environment (due to heavy and unruly traffic).
- Decades old buildings (old academic block), with wear and tear necessitates renovation/ replacement.
- Inadequate space in the existing campus for new constructions, parking of bicycles/ two wheelers and cars etc.
- Inadequate number of sanctioned posts (both teaching & non-teaching), resulting in huge **outflow of fund** in recruiting contractual staffs.

Institutional Opportunity

- To become a P.G. college under the NEP framework. NEP has provided us with ample opportunities to achieve a great deal of flexibility by introducing local need based courses (vocational) and PG programmes of our choice and capability.
- Opportunity for expansion in the newly developed Second Campus. The college is looking forward to creating a comprehensive sports infrastructure with track and field, football, hockey, swimming pool and an indoor stadium.
- The newly constructed RUSA sponsored academic building in the new campus has opened new opportunities for us to introduce Science Stream or any other futuristic programs.
- Opportunity is there for resource generation utilizing strong Computer facilities at the college. The college has a very strong computer department with three computer laboratories having 164 computers (exclusively for academic purposes). These computer infrastructures can be utilized for resource generation for making it available to outside parties/ institutions.
- Scope for resource generation from its new Start-ups. The college has initiated two new start-ups in the name of “TRIPTI” and “Composite Weaving Centre”. TRIPTI is an indigenous snacks production and marketing unit, to which the college itself acts as a self-sufficient market. The “Composite Weaving Centre” is a start-up engage in production and sale of traditional “Gamocha” and other ethnic wears. Here also the college is a self-sufficient market. The two start-ups have shown promising growth and it is believed that opportunities are there to expand them further to cover the market outside the college.

Institutional Challenge

- To attract students to the *Conventional Courses* offered by the college in the midst of stiff competition from other institutions/ professional colleges.
- To achieve optimum level of progression for our graduates to different universities and institutions of higher educations.
- To enhance employability of our students by providing them with more relevant skill based/ vocational courses to study along with their regular programmes.
- To achieve industry-institution co-operation by introducing programmes that can produce graduates that are attractive to the industries for employment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In the existing system, like any other affiliated colleges, our College cannot design the curriculum on its own; there is a specific system in place, which is governed by the affiliating university. But the institution can do its bits to enrich the curriculum to suit its goals. Moreover, a number of senior faculty members of the college are engaged in Syllabus Preparation Committees of the Dibrugarh University. Our institution also has its own *Curriculum Enrichment Programs*, under which various need based add-on courses (certificate/ diploma) have been designed and offered for the students to choose from. The college always ensures the best possible transaction of the university curriculum through meticulous planning and need based enrichment programs. The college offers various career oriented and skill development courses as Add-on to the curriculum to enhance relevance and employability of the students in the competitive world. Limited financial resources and the never ending process of keeping pace with the ever evolving academic scenario are some key challenges that the institution has been taking in its stride and thus far has been successful to overcome. Time will judge the college by its relentless efforts to maintain an atmosphere of highest quality in education, to create a competitive academic environment and to change the mindset of the students against the backdrop of prevailing discriminations against women in all sections of the society.

Teaching-learning and Evaluation

To ensure that Teaching-learning processes in the college are innovative and effective, following components have been incorporated in classroom teaching (apart from conventional chalk and talk method):

- ICT enabled teaching
- Participatory teaching
- Experiential teaching
- Experimental teaching
- Problem solving exercises
- Library classes (Human Library Classes)

This new approach has made the teaching-learning more effective, dynamic and enjoyable.

At the beginning of a session, the adopted curriculum is handed over to the respective departments through the Academic Committee. The HoDs, in association with the members of the Department Management Committee, prepare teaching plans according to the Academic Calendar and ensures smooth transaction of the curriculum. With a view to monitoring smooth progress of the syllabus, the Vice-principal collects daily Class Reports from all the heads of the various departments. The same is forwarded to the principal at the end of the week. Advanced learners and weak students are identified through continuous monitoring and evaluation and appropriate measures are ensured. We have been adopting the following modes to ensure continuous evaluation: class tests, unit tests, seminars, group discussions, sessional examinations etc.

Through our robust Mentor-Mentee system, run by the Academic Performance Monitoring and Counseling

(APMC) Cell, the overall progresses of the students are monitored. Advanced and slow learners are figured out; potential dropouts are identified and preventive measures are taken.

Teachers are recruited following the rules and regulations of the UGC and the State Government and they are provided with opportunities for their continued academic and professional advancement.

Research, Innovations and Extension

Apart from their primary responsibility in teaching and evaluation, the teachers of the college have been engaging themselves in research activities in their respective fields. At present there are **20 Ph.D.** holders and **06** faculties have been **pursuing** their **Ph. D.** research works as registered research scholars under various universities. A total of **13** teachers have **M. Phil.** degrees against their names. A number of teachers have completed Minor Research Projects with grants from the UGC. Most of the teachers regularly present papers in seminars and publish their works in journals of repute. A few have published books also. They take part regularly on workshops, short term FDP programs, orientation programs from time to time. During the assessment period the college has organized 01 International Webinar, 05 National Webinars and 01 NAAC Sponsored National Seminar, 01 short term FDP, 01 Faculty Induction programme.

The College has a number of teachers who have lent their honorary expertise to other organizations/agencies. One of our computer faculties has been engaging himself in Consultancy Services to various academic institutions under the IIT Mumbai sponsored Spoken Tutorial Project.

The college has its own Outreach programs in the names of “Xahari” and the “Gyan Vriksha Mission”, under which various extension activities are conducted on regular basis. Teachers and students are sensitized to social problems of the region. NSS, NCC, Eco club, Women’s Study & Development Cell are various units dedicated to extension activities in the nearby regions. The broad areas covered by the college extension activities are adoption of villages and schools, community development programs, health & hygiene awareness, medical camps, blood donation camps, work among socially disadvantage groups, science popularization initiatives etc.

Infrastructure and Learning Resources

The main campus of the college is located at scattered plots of land measuring around five Bighas. The campus is kept clean and tidy. Utilizing grants received from the RUSA and its own resource, the college has undertaken development projects in its new campus.

We have all necessary and state of the art teaching-learning infrastructure. At present, the college has 01 Administrative Block, 05 Academic Blocks, 01 Central Library, 03 Computer Laboratories, 01 Language Laboratory, 01 Auditorium, 02 Canteen, 02 Hostels, 01 Girls Common Room, 03 Teachers Common Rooms, 02 Conference Hall, 02 Laboratory of Education & Home Science . The college also has a great deal of auxiliary infrastructure. We have one **Health Centre**, one **Ambulance**, one **Yoga centre** and **Indoor Sports arena**. The college has its **Solid waste management systems**, **Rain water harvesting systems**, Solar lighting systems. Ours is a qualitatively and quantitatively rich library. Apart from its own Conference hall, Media Centre, Computer facilities, Reprography Facilities, the library has a unique “**Mobile Library**” service.

For ICT infrastructure we have 12 Wi-Fi routers (for internet Broadband) that cover entire college campus, 04 smart boards, 191 Computers 21 Smart T.Vs. The college has adequate provisions for uninterrupted power

supply (03 Diesel generator Sets, 13 number of Digital Inverter Sets and 41 Solar street Lights). The entire campus is under CCTV surveillance with 46 Closed Curcuit camera

The college hostels can accommodate 150 girls. For indoor games like Fencing, Badminton etc., there are provisions in the Auditorium. There is a dedicated space for Yoga, Gym and other indoor sports like Table Tennis at the top floor of the Library Building. The college auditorium is well equipped with around 500 seat capacity.

The College, as a part of its strategic policy, always aims at making optimum use of available infrastructure by converting them to **Multi Utility System**.

Some of the Multi Utility Systems in place in the College are:

1. The Auditorium.
2. The Pavilion.
3. The Girls' Common Room.
4. The Moloy Pal Memorial Conference Hall .
5. The Ambulance cum Multi Utility Van.
6. Indoor Sports Arena.

Student Support and Progression

The College maintains a “learner centric” and “student friendly” environment. We ensure a smooth and transparent admission process and a smooth transition into the system. Apart from this, there is a *Comprehensive Support Mechanism* in place that ensures continuous support, guidance and enrichment to a student all throughout her stint in the college and afterwards. The Mentor-Mentee system, Medical Support and Insurance, Remedial Classes, Value Based Education, Skill Enhancement Programs (Weaving, Computer education, Cutting-knitting & dress making), Students' Union body, Magazine, Career Counselling & Placement related facilitation, Gender Sensitization & Protection against Sexual Harassment, Grievance Redressal mechanism, regular counselling on Entrepreneurship by our Entrepreneurship Counsellor, regular Fencing Coaching by NIS coach etc. are some of our established Student Support Services.

The progressions of the students from the point of entry to exit are monitored by respective departments and the IQAC and are found to be satisfactory in general. Still we believe that there is enough scope for improvement. *To keep tract of progression of the students the college maintains Students' Database, which is integrated with the management information system (MIS) of the college.*

Governance, Leadership and Management

The governance of the college is done on the principles of participation and transparency. The *Governing Body* is the top administrative body, statutory and autonomous in nature. It has decision making power on matters

related to administrative and academic affairs of the college. A well balanced system is in place for good governance, such as the Governing Body, IQAC, Academic Committee, Academic Performance Monitoring and Counselling Cell, Building Committee, Purchase Committee, Disciplinary Action Committee, Sexual Harassment prevention Cell, Anti Ragging Cell, Medical and Healthcare cell, Students' Union, Alumnae association, Parent-Teacher Association etc. The Principal is the administrative head of the college and enjoys the *drawing and disbursing* power. He is answerable to the Governing Body. To run and oversee the academic affairs, there is a Vice Principal, who with active support from the departmental heads ensures smooth functioning of academic activities in the college. Each department has its own Management Committee (DMC), which plans and executes the departmental affairs for an academic year/ session and enjoys a good deal of autonomy.

For smooth **financial management**, the college authority invites budget proposals from different departments, based upon which the annual budget is prepared. This budget sets the guideline for financial management for the coming financial year. After completion of one financial year, the **expenditure statement** is prepared for ready reference of government and internal auditors. This expenditure statement also helps us prepare the budget for the next year. Regular financial auditing is a key feature of our potent financial management.

Institutional Values and Best Practices

The College has adopted a wide range of healthy practices with a view to adding to the academic ambience:

1. **Morning Assembly:** The morning assembly begins, daily at 8-45 AM, with the singing of the college song by all in attendance.
2. **Playing of National Anthem/State Anthem** at the end of the day in College's Public Address system.
3. *Use of **Electronic (Digital) Voting devices** instead of Paper Ballots. Our own Computer faculty has developed the software program for this. This has saved us a great deal money and also a huge amount of paper could be saved each year.*
4. **Apps for digital Attendance recording:** Our own faculty of Computer department has developed this App and we have been using it to record attendance at the Hostel, Library. This is apart from one another App ("Class O-Clock": developed by an IT farm that we have MoU with) that is in use for recording attendance of the students at classrooms.
5. **Mentor – Mentee system (Teacher Guardianship):** *The College has a Mentor-Mentee system, under which 100% of the enrolled students have been provided with mentorship.*
6. **SOLACE**(Free Distribution of Sanitary Napkins and Relaxation of Working Hours): The College distributes free Sanitary Napkins to all students/teaching and non teaching ladies staff. Moreover, there is relaxation of working hours to all students/teaching and non teaching ladies staff, who are in need.
7. **Student Diary & Academic Calendar** for monitoring students' performances & **Teachers' Diary** for monitoring teachers' activities.
8. **Enhancement of Library working hours** from 9-30 AM to 6-30 PM: Originally it was from 9-30 AM to 4-30 PM.
9. **Every Tuesday is observed as a Zero Emission Day** in the campus. All concerned are encouraged to use non-polluting means of convenience on that day.
10. *Every Saturday NSS volunteers and other students of the college undertake campus cleaning drives after their scheduled classes under the **Swachh Bharat Mission**.*

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	WOMEN'S COLLEGE, TINSUKIA
Address	Durgabari Rongagora Road P.O. Tinsukia
City	Tinsukia
State	Assam
Pin	786125
Website	www.wcttsk.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajib Bordoloi	0374-2338826	9395433471	-	wcttsk@gmail.com
IQAC / CIQA coordinator	Budul Chandra Das	-	7002179026	-	bcd.wc.tsk@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Assam	Dibrugarh University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	27-06-1970	View Document
12B of UGC	16-01-1996	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	Durgabari Rongagora Road P.O. Tinsukia	Urban	8.209	12367.81

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Assamese	36	Higher Secondary and equivalent	Assamese	40	40
UG	BA,Bengali	36	Higher Secondary and equivalent	Bengali	10	10
UG	BA,Economics	36	Higher Secondary and equivalent	English + Assamese	15	13
UG	BA,Education	36	Higher Secondary and equivalent	English + Assamese	30	26
UG	BA,English	36	Higher Secondary and equivalent	English	40	40
UG	BA,Hindi	36	Higher Secondary and equivalent	Hindi	20	20
UG	BA,History	36	Higher Secondary and equivalent	English + Assamese	20	20
UG	BA,Home Science	36	Higher Secondary and equivalent	English + Assamese	30	30
UG	BA,Mathematics	36	Higher Secondary and equivalent	English + Assamese	5	0

UG	BA,Philosophy	36	Higher Secondary and equivalent	English + Assamese	15	15
UG	BA,Political Science	36	Higher Secondary and equivalent	English + Assamese	40	40
UG	BA,Sanskrit	36	Higher Secondary and equivalent	English + Assamese	5	1
UG	BA,Sociology	36	Higher Secondary and equivalent	English + Assamese	30	30
UG	BCom,Commerce	36	Higher Secondary and equivalent	English,English + Assamese	5	0
UG	BCom,Commerce	36	Higher Secondary and equivalent	English,English + Assamese	5	0
UG	BCom,Commerce	36	Higher Secondary and equivalent	English,English + Assamese	40	33
UG	BCA,Computer Science	36	Higher Secondary with Mathematics	English,English + Assamese	30	3
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science	12	Any graduate	English,English + Assamese	40	6

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				8				25			
Recruited	0	0	0	0	4	4	0	8	8	17	0	25
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				26			
Recruited	0	0	0	0	0	0	0	0	6	20	0	26
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	6	1	0	7
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	10	9	0	19
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	3	11	0	16
M.Phil.	0	0	0	2	0	0	4	6	0	12
PG	0	0	0	2	2	0	1	0	0	5
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	3	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	3	9	0	12
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	3	7	0	10
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
	30		22		52

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	0	0	0	0	0
	Female	851	24	0	0	875
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	1	0	0	0	1
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Diploma	Male	1	0	0	0	1
	Female	85	2	0	0	87
	Others	0	0	0	0	0
Certificate / Awareness	Male	12	9	0	0	21
	Female	979	15	0	0	994
	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	2	0	0	0
	Female	21	14	14	17
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	21	36	25	31
	Others	0	0	0	0
OBC	Male	1	0	0	0
	Female	94	89	92	93
	Others	0	0	0	0
General	Male	1	0	0	0
	Female	162	187	169	178
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		302	326	300	319

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Vision and Mission of the institution is in line with the basic values of the NEP. In consonance with the spirit of the NEP, our institution has been doing its bits, through meticulous planning and preparations, to remain ready . We have an education model, which is multidisciplinary and holistic. Our plan is to relax the discipline boundaries and to make the system flexible enough for students so that they can choose a suitable career option for them. An affiliated college like ours has to remain dependent upon its higher authority/affiliating university, for issues related to relaxation of discipline boundaries, introduction of new professional programs etc. We have explored all possible avenues and resources in</p>
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order to ensure proper implementation of the NEP. We offer non-professional programs in Arts and Commerce. From this session we have introduced Bachelor in Computer Application, which is a professional program. We have applied for another interdisciplinary program, “B.A. with Computer Application” in 2021. Once we get the requisite nod from the affiliating university, it will provide students with good opportunity to opt for a program with proper blending of humanities and science. Our curricula are designed by our affiliating university. We put our efforts towards proper enrichment and execution of the same with optimum flexibility. With little bit of innovation, we have been able to make the curricula interdisciplinary, holistic and socially relevant. At present we have been offering a total of 17 undergraduate programs along with 24 Add-on courses to choose from. Each of these add-on courses have been designed by us with a specific goal to enrich our university approved undergraduate programs. The College is partially ready to accommodate multiple entry and exit, which the NEP demands. For example -

- The B.Com. Curriculum has Management paper in 5th Semester. A student pursuing Economics major/ an engineering student can take a parallel entry to our B.Com. program to learn the subject and earn the requisite credit. A student of B.Com program of our college can take parallel exit from our college to another, which has statistics as a subject to earn the required credit in statistics (we don't offer statistics in our college).
- The Economics and the Mathematics departments of the college have specializations in their fields to accommodate students from other programs.
- Anybody pursuing graduation in Science, Engineering, Medical science etc. will be able to make a parallel entry into our B.C.A. program for a semester. The College is having two Study Centres: (1) Centre for Women's Studies (2) Ethnic study Centre. Both of them are formed, keeping in view the necessity for pursuing interdisciplinary/ multidisciplinary research at the college level. Its sole objective has been to address issues prevalent, in the society, among women and various ethnic groups of this region. Our institution adopts the measure to promote interdisciplinary approach in our teaching learning. All academic departments are encouraged to engage teachers from other concerned departments to

<p>2. Academic bank of credits (ABC):</p>	<p>teach a part of their curriculum.</p> <p>We have asked our faculties to register under the Academic Bank of Credits portal as an individual. Using hand hold workshops we have trained our students to register in the said portal. The registration process is going on for faculty and Student and we have plans to upload data of Student-Credits of the registered students during the academic year 2022-23. We have been organizing awareness programs to make the students aware of the ABC facility. We encourage them and hand-hold them to open an Academic Bank Account on ABC portal. Our institution has tried to register on ABC portal. However as of now, only Autonomous institutions and Universities are allowed to register in the said portal, being an affiliated college, we are yet to get the permission to register. We are yet to undertake any initiative in this regard. We hope to venture upon this field once our affiliating university implements the NEP and the ABC portal allows us to register as an institution. Faculties are encouraged to design their own curricula within the permissibility of the affiliating university. As a result, our faculties have devised syllabi of 20 numbers of Add-on certificate courses that the college has been offering as curricular enrichment programs. It has been made a policy decision to organize regular awareness generating programs amongst the students to encourage them to register for their respective Academic Bank Accounts. Teachers have been sensitized in this regards and they have been asked to explain to the students that – “ABC is a bank for academic purposes on the patterned of commercial banks for financial purposes with students as academic account holders to whom ABC shall provide a variety of services including credit verification, credit accumulation, credit transfer or redemption and authentication of academic awards”. Hand-hold account (ABC) opening sessions have been organized for the students of the college.</p>
<p>3. Skill development:</p>	<p>The College has been offering 24 Certificate and Diploma programs, out of which 20 diversified Skill Development courses are offered. • All the courses, except few computer courses have been made free to attract more students. It has been made mandatory for all students to get enrolled in at least one basic computer course, which is free of cost. • There is one</p>

IIT Bombay sponsored computer course with a very good enrollment. The College has been offering B.C.A. program along with conventional programs in Arts and Commerce. Apart from that, it has been offering a variety of vocational certificate courses. Similarly Vocational add-on courses have been designed to complement the mainstream programs by introducing the enrichment components in them. For example:

- Students studying Assamese Honours have been offered “DTP in Assamese”.
- Pol. Science department has been offering the “Certificate Course in Disaster Management” on blended mode. This certificate can help our graduates opt a career either in Civil Defence or, in Disaster Management.
- Students studying Assamese, Hindi and Bengali Honours have been offered the certificate course in Functional English.
- Certificate courses viz. “Weaving” and “Cutting-knitting & Dress making” have been offered by the Education department to promote Vocational Education.
- For rest of all students, it has been made mandatory to take at least one of the computer courses that are on offer for free.
- The vocational/ skill-based courses have been designed to complement the Honours Programs. There is flexibility in the duration of the skill-based courses to reduce the burden of students. It is ensured that all students acquire at least one extra certificate along with their degree.
- The credit structure can be designed by the affiliating university only. However, we have ensured that all of our Certificate / Diploma courses are of a minimum of two credit course so that they can be easily accommodated into the NEP curriculum. We have engaged the services of one Entrepreneurship Counsellor to help us in training our students and providing us with inputs in our Start-Up models.
- In order to enhance the enrollment we have introduced our vocational courses in blended mode, so that the students can attend the classes in their convenient times.
- Also to attract out-station students and working women, we have designed the class routine for the Vocational courses so that they can attend the classes in online mode in the evening, when they are done with their daily works. Some Skill-based courses are run online mode for outstation students. For example “Disaster Management”, “Yoga for Spiritual Development”, “Functional English”, “Computer courses” etc. The Innovation Incubation Centre of the college has

	<p>facilitated initiation of two Start-Ups viz. “Tripti” and “Composite Weaving Centre”. These two ventures will help us offer two extra skill enhancement programs (for students to choose from) under the NEP and has been working in the direction of enhancing the standards of the Skill-Development courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<ul style="list-style-type: none"> • Our College has its stated policy, according to which the medium of teaching in the college is bilingual (English and Assamese, a recognized Indian language). The institution always encourages teaching-learning in vernacular medium. • At present the college has been offering Honours programs in four Indian languages viz. Assamese, Bengali, Sanskrit and Hindi. • The Philosophy department of the college has been running two Certificate courses viz. “Certificate course on Applied Ethics” and “Certificate course on Yoga for spiritual development”. These two courses are aimed at ensuring proper integration of Indian Knowledge system into our adopted curriculum. • The Sanskrit department of the college, in collaboration with the “Non-Formal Sanskrit Education” scheme of the “Central Sanskrit University, New Delhi” has been running two programs viz. “Certificate Course in Sanskrit Language” and “Diploma course in Sanskrit Language”. These two programs have been of great help in integration of Indian Knowledge system into our curriculum. • Right from the initial stages of COVID-19, our teaching learning has been going on in blended mode i.e. both offline and online. • Apart from language classes (Assamese, Sanskrit, Hindi, Bengali, English), all other classes are taken on bilingual mode i.e. in English and Assamese. All our faculties are well versed in both the languages. • The College has its own Sanskrit department offering honours in Sanskrit. Apart from that, we have been running a centre for “Anoupsarik Sanskrit Sikshan Kendra (Non formal Sanskrit Education Centre)” under the Central Sanskrit University, New Delhi. This centre (under the guidance of the Centre In-charge) has been doing great services to ensure promotion and propagation of Sanskrit in the region. • Our “Ethnic Study Centre” has been doing its bits in this regard. It has been running a “Certificate course on Tai language”. It is to be noted that “Tai” is an endangered language of the North East region. It

	<p>has been entrusted with the responsibility of maintaining the “Ethnic Museum” of the college. • Being a girls college, we take it as our responsibility to do everything possible in order to preserve Indian Culture and Tradition. Various Cultural festivals have been celebrated from time to time. • Once in a week in the Morning Assembly, there is showcasing of Indian and Ethnic culture and tradition of the region. The College has its own e-content repository. It contains many e-contents (documentaries, Videos, presentations etc. in our vernacular language. The same have been shared with our students and other stake holders.)</p>
5. Focus on Outcome based education (OBE):	<p>Our College prepares its own Program outcome in consonance with its stated Vision and Mission. In order to achieve that, we undertake enrichment initiatives of the curriculum given to us by the affiliating university. We do so by incorporating various skill based courses to the main stream programs. This blending of Skill based courses with main stream programs helps us achieve the following objectives: • Complements main stream programs. • Enhances progression rate. • Enhances employability. At the end of every session, our administration and the IQAC, with the departmental heads sit in a series of meetings to analyze the level of attainments of the program outcomes. In the event of finding any issue, the same is addressed with top priority so as to attain a better level of achievement in our program outcome for the next session. Our College believes in Outcome Based Education (OBE). In order to achieve this, we have been adopting the following practices – a) The IQAC of the College prepares expected Program Outcome at the beginning of each academic year/ session, which is in proper accordance with the vision & Mission of the institution. At the same time each department prepares their own “Program Specific Outcome”, keeping in mind the Add-on Certificate courses that are on offer as a part of their curriculum enrichment initiatives. b) At the end of each academic session, each department is asked to prepare their respective Program Outcome Analysis, to be placed before the IQAC for further action. c) The IQAC does the final analysis to figure out if the stated outcome has been achieved. d) IQAC then places the same before the college authority and the authority, in consultation</p>

	with the IQAC and Academic Committee decides upon the future course of action on the matter.
6. Distance education/online education:	<p>Vocational and other certificate courses have been designed to operate in blended mode. We have made provisions to offer some Certificate courses in online mode so that we can render our services in Distance Learning mode to outstation students. Our Computer Science department has developed some Apps associated with the Teaching Learning processes. • A “Digital Voting App” has been developed and is in use since last five years. • An MIS (Management Information System) has been developed by our own faculty and is in use at present. • Class O-clock is another App that the institution uses for taking attendance and maintaining records of other activities has been developed by outsourcing external expertise. • Another App viz. “E-Attendance” has been developed by our own computer faculty. This App is in use for taking attendance in the Hostel, Library and Computer Science department. • The following technological tools/ digital platforms are in use at our college for activities related to teaching learning – Google Classroom, You Tube, WhatsApp, Screen Reader, Zoom, Webex etc. In view of NEP 2020, the institution has initiated its preliminary works to remain ready to offer its curriculum in blended mode. A Distance Learning Centre of Women’s College, Tinsukia (DLC-WCT) has been created last year. The DLC has been kept in ready state to introduce Programs in Distance Learning Mode/ Online programs etc. as and when the NEP-2020 is brought into effect by our affiliating university. As of now, it has been entrusted with the responsibility of overseeing the functioning of the programs that are on offer under the DODL, Dibrugarh University. The Centre also has been entrusted with additional responsibility of running some of the Add-on Certificate courses that the college has decided to make open for outstation students/ needy but economically disadvantaged aspirants/ dropouts from various institutions (special arrangements like online classes/ classes on holidays/ classes at the doorsteps of the enrolled students/ supply of study materials via e-mail, WhatsApp etc. have been made to accommodate outstation students). This initiative is as a part of our effort to strengthen the Inclusive nature of the college. The courses on</p>

	offer in regular mode are – a) Certificate Course in Rural Development b) Certificate Course of Disaster Management c) Certificate Course in Functional English d) Certificate Course in Yoga for Spiritual Development e) IIT Mumbai sponsored Certificate Course in Libre Office (FOSS) f) Certificate Course in MS-Office g) Certificate Course in Internet h) Certificate Course in Tally i) Diploma in Computer Application
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
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?	YES
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.	Yes.
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.	NO
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college administration and the ELC, NSS etc. keep organizing awareness programs to encourage girls of 18 years and above to come forward to get enrolled in the Voter List. We help the district administration in this regard.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
865	926	921	963	977

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: 51

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	42	39	34	36

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
58.70	120.83	185.75	99.95	244.42

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The College has a well-planned system in place for ensuring effective curriculum planning & delivery:

- Towards the end of an academic session, the “**Academic Committee**” is reconstituted for the next session. This is done well in advance to give the committee enough time to plan for the next session.
- At the beginning of an academic session, **University curriculum** is handed over to the Academic Committee, which sits with the IQAC and imparts necessary *enrichment-components* to the curriculum by introducing need-based Add-on programs. This is done with a view to making the curriculum compatible with the *predetermined program outcomes* and *program specific outcomes* of various departments.
- After necessary modifications and subsequent approval, the same is handed over to respective departments for implementation.
- The departmental Heads convene their respective DMCs and place the same before the DMC for adoption and further modification, if necessary.
- Distribution of the syllabus among the faculty members is done at the respective DMCs. The teachers, on receipt of the same, prepare their *course outcomes*. Each individual teacher prepares their *Teaching plans*, which are then made available for viewing of the students, both in the college *website* and in their respective Whats-App groups.
- The *Academic Performance Monitoring & Counselling Cell* is there to ensure proper monitoring of the progress of the curriculum. The APMC cell engages Teacher Mentors against every student for providing them with necessary counselling and guidance.
- Academic Calendar is strictly followed while transacting the curriculum.
- Continuous Assessment (Internal) is done with the help of *Teacher Mentors, Attendance records, Class and Unit Tests, Group discussions, Assignments, Sessional examinations* etc. Proper documentations of all the processes are maintained by the Vice Principal, who is also the Coordinator of the Academic Committee.

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: 16

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

Other Upload Files

1

[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: 48.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
546	135	300	550	704

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:

Crosscutting issues are well addressed and accommodated in the University curriculum. The college ensures its role in this regard by introducing various relevant Add-on courses and by organizing various activities/ awareness programs on various cross cutting issues.

1. Professional Ethics:

- Add-on certificate course on “**Applied Ethics**” has been introduced since last session.
- The coordinator of the said course and the designated department also organize occasional sensitization programs on professional ethics.

2. Gender:

To address issues related to Gender Sensitization, two entities viz. the "*Women's Studies and Development Cell*" and the "*Centre for Women's Studies*" of the college have been given joint responsibilities.

- Apart from organizing various *sensitization programs* jointly, the Centre for Women's Studies has been running a *Certificate course on Women's studies*.
- The Centre has also been doing some *research projects* on issues related to women.
- Recently a *research book* on issues related to women “*Women, Society & Development*” has also been published by the Centre.

3. Human Values:

- In order to integrate this issue into our curriculum, we have introduced two *Add-on certificate courses* viz. “*Yoga for Spiritual Development*” and “*Applied Ethics*”.
- Sensitization programs have been organized to inculcate human values among the students.

4. Environment & Sustainability:

The institution is well aware of its responsibilities towards protection of the environment and to maintain its sustainability. Over the years, the initiatives of the institution towards this issue has been as follows:

- Environmental Studies is a part of the university curriculum.
- *Green cum Energy Audits* are done regularly.
- **Eco Club** of the college organizes various awareness drives related to environment protection.
- Arrangements have been made to minimize the use of paper in various official works by introducing **digital means of communication**. A very **marginal decrement** in paper consumption could be detected from Green Audits done during 2019-20 and 2021-22.
- Outdoor lights in the campus and hostel have been converted to solar lights.
- Entire campus has *Rain Water Harvesting systems*; rain water collected are used in cleaning and stored for emergency use during fire etc.
- Office hours have been advanced by 30 minutes to **optimize use of day lights**.
- Tuesday is observed as the **Zero Emission Day**. Every Tuesday, the College fraternity discards use of Petrol or Diesel vehicles and use bicycles or electric rickshaws for conveyance.
- Every Saturday, the NSS and NCC volunteers undertake **cleanliness drive** in the campus.
- There is a team of **Green Volunteers**, which collect discarded plastic bottles and other non-

degradable items and process the same for further recycling.

- The college has an *integrated solid waste management system* for collecting, segregating and recycling non-degradable waste. It also has four units to produce Organic compost from kitchen wastes of the Hostel.
- An MoU has been signed with “*Care North East Foundation (CNEF)*”, an NGO working in the field of solid waste management, under which it collects our Solid waste and E-waste for further processing and recycling at their end.

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: 15.03

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

Response: 130

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 86.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
302	326	300	319	331

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
390	350	350	350	380

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: 78.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
139	139	131	141	158

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	173	173	173	188

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: 18.8

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:

Teaching Learning in the college is basically **student centric**, with a great deal of **innovation** incorporated with a view to making the learning experience enjoyable and impactful.

- Various ICT tools used in our teaching learning are: Smart Board, Smart TV, computers, Mobile Apps, WhatsApp, You-tube, etc. ICT platforms used in teaching learning are Moodle, Google classroom, Zoom, Webex, Google meet etc.
- Our *teaching learning* has the following components integrated into it:
 1. **Conventional** : On the average 55% of the total syllabus is covered under conventional chalk & Talk methods.
 2. **Use of ICT components:** ICT tools are used for 32 % of the syllabus.

3. **Participative:** On the average 6 % of the syllabus is covered under participative teaching.
4. **Experiential:** 2% of the syllabus is covered under hands-on or experiential teaching learning.
5. **Experimental and Problem solving methodologies:** Some departments have been using this aspect in their teaching. On the average 4 % of the syllabus is covered under this head.
6. **Library classes** are another integral component of our teaching learning processes that covers 1%.
7. **Human Library is another innovative learning activity** run by the College library, where the students get to read (listen to) and interact with a living book (Human). This new component has been gaining popularity among students and teachers as can be observed from the remarks/ feedbacks that they have left on their attendance register.

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

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years				
Response: 92.06				
2.4.1.1 Number of sanctioned posts year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
48	44	44	39	39
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: 45.18

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise

during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	19	16	15	16

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

Mechanism of **Internal Assessment** (and external assessment) is **transparent** and **Grievance Redressal** is **efficient** and **prompt** in our institution.

- Strict adherence to the guidelines set by the affiliating university is ensured.
- Students are given ample time and opportunity to place their grievances and redressal system is efficient and time-bound.
- The Vice Principal and the IQAC coordinator have been given responsibilities to oversee the entire process with a view to ensuring proper assessment of the students.
- As far as the external assessment is concerned, it is under the control of the affiliating university. We, on our part, ensure that University guidelines are strictly followed while conducting examinations for external evaluation.
- As and when a **grievance** (related to external evaluation) from a student is received, we promptly forward the same to the concerned authority (Controller of Examinations) for swift redressal.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

- Each year, at the beginning of the program (odd semester), the institution prepares its own **Program Outcome**, which is in consonance with the University curriculum with a bit of **enrichment** added from our end.
- Each department prepares its own **Program Specific Outcome**, keeping in mind the extra benefits that the concerned students are going to get from the Add-on courses that are on offer for them.
- Each individual teacher prepares its own **Course Specific Outcome** and submits to the respective HoD for further course of action.

All these stated **Program and Course Outcomes** are uploaded in the college Website and shared in students' WhatsApp groups for their reference.

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:

After declaration of the final semester results, all departments prepare their respective **Program Outcome Attainment Analysis (POAA)**. Following key aspects are taken into account in POA Analysis -

- Enrollment & Dropout pattern analysis.
- Results Analysis (final examinations only: pass %, Number of first classes, Rank holders).
- Progression (Vertical & Horizontal)
- Employability analysis.

Based on these key aspects, the POAAs are prepared and submitted to the IQAC. The IQAC, in association with the Principal, prepares the **Overall Program Outcome Attainment Analysis** for a year, depending upon which academic planning for the coming sessions are prepared. The POA Analysis reports are uploaded in the college website for everyone's viewing.

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

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

Response: 93.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
256	323	300	323	297

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

2021-22	2020-21	2019-20	2018-19	2017-18
271	324	310	363	332

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.72

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: 0.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0.1	0.48

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

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

Response:

- The College has created its own **ecosystem for innovation** and has created an **Incubation Centre** in this context.
- The college has registered in the **NISP** portal and as per its guidelines has created an **Expert Committee** to facilitate proper incubation for any Start up during its launch.
- Under the guidance of this Expert Committee a new Start Up in the name of “**Tripti**” has been launched recently in the college. Another Startup in the name of “**Weaving Centre**” has been functioning with satisfactory performance.
- To incorporate **Indian knowledge system** into our teaching learning the University curriculum provides us with ample opportunities, combining which the college has developed its own ecosystem for IKS.
- The College offers programmes like **B.A in Sanskrit, Philosophy, Political Science, Education, Hindi, English, Assamese, History, Sociology** etc. All these programmes ensures knowledge transfer on IKS as are evident in their respective curriculums.
- The College has been organizing occasional workshops/awareness programmes on **Intellectual Property Right** outsourcing experts from insrtitutions of National repute. In 2021 an IPR cell has been constituted, which has been entrusted with responsibilities of organizing programmes on IPR

in the Institution.

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: 14

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

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

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

3.3 Research Publications and Awards

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

Response: 0.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	0	3	4

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

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: 1.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	29	16	10	7

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

3.4 Extension Activities

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

Response:

The institution has its own Extension Activity Cell and under the direct patronage of the college authority, it has been engaging its teachers and students in a number of *Extension Activities* in nearby areas, villages, Institutions etc. of this region.

Various Units, Cells of the college that are engaged in extension activities over the years are:

- **NSS:** Blood Donation Camps, Special residential camps in nearby villages, Peer teaching Programs at various schools by volunteers, AIDS Awareness Programs, Environment awareness Programs, Disaster Management Programs, Legal Awareness Programs, Health Camps, Free Toilet for women's at market place etc.
- **NCC:** Extension programs organized in nearby region - AIDS Awareness Programs, Environment awareness Programs, Disaster Management Programs, Legal Awareness Programs, Health Camps.
- **Eco Club:** Environment awareness Programs, Sapling plantation programs.
- **Students' Union Body:** AIDS Awareness Programs, Environment awareness Programs, Legal Awareness Programs, Health Camps
- **Gyan Vriksha Mission:** Science & Astronomy popularization programs, Free coaching for students of rural and disadvantaged schools etc.
- **Xahari:** Free Computer Education at the doorsteps of different schools/ institutions/ among the inmates of the District Jail, Free Mobile Library Service at the doorsteps of different schools/ institutions/ among the inmates of the District Jail etc.
- In last five years, the number of Extension Activities carried out by various Cells/ Units of the college are:134
- A total number of 22 sensitization programs were organized to generate awareness the students on various social issues.

File Description	Document
Upload Additional information	View Document

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

Response:

- Our NSS Unit has been adjudged the Best NSS Unit under the Dibrugarh University, for the year 2019-2020.
- Our NSS Program Officer Dr. Tanusree Sarker has been awarded the state NSS Award as best Programme Officer by the Govt. of Assam in 2018 for the session 2017-18 and awarded 'Lifetime Achievement Award' in 2022, May 27 by Dibrugarh University. She also awarded Leadership Certificate and Gold Medal by Sambandh Health Foundation and Tata Trust for conducting Anti Tobacco Campaign in 2019-20 and Bronze Medal for campaigning 'Spit Free India Movement'
- Our NSS Volunteers Ms. Anupama Bhaumick and Ms. Chimpi Gohain received NSS State Award for Best NSS Volunteer for the session 2017-18 and 2018-19 respectively.
- NSS Volunteers Paulomi Mukherjee, Sonali Kustha, Yukta Hazarika and Samiksha J.Shankar received NSS Best Volunteer Award from Dibrugarh University for the session 2018-19, 2019-20, 2021-22 respectively.
- NSS Volunteers Samantha Limbu and Junmi Sonowal received Leadership Certificate and Bronze Medal for conducting Anti- tobacco Campaign and Spit Free India Movement during 2019-20 session.
- Our computer faculty Mr. Tapas Kr. Aich, an IIT-Bombay recognized educator for Spoken Tutorial

program has been awarded as the “**Budding Master (Most Accomplished Spoken Tutorial Educator Resource)**” of IIT, Bombay. The award has been bestowed upon him on 4 March, 2023 during the Spoken Tutorial Awards, 2023 held at IIT, Bombay.

- Dr. Tanusree Sarker has been awarded as "The Most Valued U-Reporter" by UNICEF India in 2023.

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: 76

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	12	15	24

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

3.5 Collaboration

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

Response: 11

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Our institution always tries to provide the best possible infrastructure and physical facilities to our students so that they can enjoy the Teaching Learning experience of an entirely different level.

- Classrooms: At present the college has 43 classrooms, 04 lecture halls, all equipped with ICT facilities. Out of these 17 classrooms have been created in last five years.
- Laboratories: There are 03 laboratories and 03 computer laboratories including one ICT laboratory in the college, out of which 02 Laboratories have been created in last five years.
- ICT Facilities: All classrooms, Hostels, Administrative building, the Library building and the Computer laboratories have been provided with high speed Wi-Fi internet connectivity. All departments have the basic ICT facilities to maintain a high standard of teaching learning. At present we have 191 computers in total, out of which 164 computers are exclusively kept for students' use. There are 21 smart TVs in different class rooms/ Halls etc. Apart from that we have 5 smart boards and 5 projectors to help us in various activities related to teaching-learning.

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: 35.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
17.02	72.98	39.53	46.45	78.07

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

4.2 Library as a Learning Resource

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

Response:

At Women's College, Tinsukia the Central Library is automated. SOUL, which is a versatile ILMS, is in use for integrated automation of the Library (SOUL has been upgraded to the SOUL-2 version).

There is subscription of N-List, maintained by INFLIBNET centre under which more than 2 lakhs of e-resources (more than 6000 e-journals and more than 199500 e-books) have been made available to our students. Apart from this, we also have a separate subscription of various e-Journals, e-books etc. The library has its own e-repository with a wide range of e resources.

Amount spent on purchase of books, journals and miscellaneous in last five years is. Rs. 13,60,873.00 which is approximate 3% of the annual budget **excluding salary** of the college.

The college Library is a free access library. The work culture in the library is friendly towards teachers, students and researchers. On the average 67.55 teachers and students visit the library per day. This is excluding the Covid period during which there was total lock down. The library has membership of institutional package of N-List, under which each member (Student, Teacher and Other staff) has been provided with a unique id so that they can access it both on campus and off campus.

File Description	Document
Upload 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 College has signed an MoU with a local IT firm, M/s Dey's Computers. Every year, at the end of the term, the same has been renewed keeping in view the performance of the firm. Similarly we have an MoU with a firm named "Dee-Tech", which has been outsourced to maintain and update our website. The outsourced parties ensure prompt response to our call and do everything possible to keep our IT infrastructure updated and running at its optimum capability.

In last five years expenditure occurred in various activities related to IT infrastructure are:

- Augmentation (Computer, Smart Board, Smart TV, Internet Rentel and wifi Connectivity): **Rs. 42,05,304.00**
- Website management: Rs. **1,96,557.00**
- Renewal of Software: Rs. **29,500.00**
- Repair/ Replacement of Hardware: **9,41,137.00**
- Total = **53,72,498.00**

The entire college is covered with high speed internet facility. At present there are four (04) Broadband Wi-Fi connections, each providing internet at 100 MBPS bandwidth, which is sufficient for our use.

File Description	Document
Upload Additional information	View Document

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

Response: 5.27

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

Response: 164

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: 23.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
26.16	24.78	40.39	40.63	36.10

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 56.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
569	804	453	482	333

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: 38.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
865	163	571	39	149

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
Provide Links for any other relevant document to support the claim (if any)	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: 51.43				
5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
158	169	153	169	122
5.2.1.2 Number of outgoing students year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
256	323	300	323	297

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: 7.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	09	14	04	04

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: 21

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

five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	4	4	7

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: 9.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	12	8	7	6

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:

There is an Alumnae Association in the College, which is registered under the Society Registration Act-1860, in the name of “Women’s College Alumnae Association, Tinsukia”. The Alumnae association, right from its inception, has been contributing towards the college's development, both in Cash and Kinds. It has also been engaging itself in various activities to provide legal, health, and other forms of support to our students and other stakeholders of the institution.

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

Our College has its well spelt out (and well displayed) Vision, Mission and Motto and the institutional leadership goes about the Governance of the institution in accordance with its Vision and Mission. The fact that the college authority gives due respect to the vision and mission of its founders is quite evident in various practices adopted by the administration. For example:

- The administrative set up of the college is such that, it ensures decentralization of power.
- In order to ensure participation of every stake holders in its governance and decision making, the administration includes representatives from the Students, Teachers, Office Staff and parents in every decision making bodies and encourages them to actively participate and contribute to the growth of the institution.
- Various Committees/ bodies, where as a part of the institution's policy of **decentralization of power**, participations of various stake holders have been ensured are -

1. **Governing Body:** Teachers, Office Staff, and Parents as members.
2. **Academic Committee:** Teachers, Students, Academicians as members.
3. **IQAC:** Teacher, External member, Students as members.
4. **Grievance Redressal Cell:** Teachers, Office staff, Library staff, Students as members.
5. **Anti-Ragging Committee:** Teachers, Students as members.
6. **Purchase Committee:** Teacher, Office Staff, Librarian as members.
7. **Construction Committee:** Teacher, Office Staff, Librarian as members
8. **Sexual Harassment Prevention Cell:** Teacher, Office Staff, Librarian and Students as members.
9. **Eco Club:** Teachers, Students as members.
10. **NCC:** Teacher, Students as members.
11. **NSS:** Teachers, Students as members.
12. **Rangers & Rovers:** Teacher, Students as members.
13. **Union Body:** Teachers (as advisors), Students as members.
14. **Magazine Committee:** Teachers (as advisors), Students as members.

The vision of the college is to become a centre of excellence. The **perspective plan** of the college has also been prepared keeping in mind the key words “Centre of Excellence” all throughout its planning. The strategic planning of the college is aimed at achieving-

1. Academic Excellence
2. Infrastructural excellence
3. Administrative excellence

In doing so the college administration has taken account of the prospective NEP implementation in coming

years and necessary transformation that the college would have to undergo while adopting NEP in days to come. The College has already constituted its "Task Force Committee", with a view to ensuring smooth implementation of the NEP and has deputed its faculty members to take part in various workshops organised in different institutions in connection with smooth implementation of the NEP. We are getting ready, both infrastructurally and otherwise to ensure a smooth transition from present scenario to that of the NEP. We have been devising our plans and strategies in such a way that we can ensure optimum implementation of NEP in coherence with the Vision & Mission of the College.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

The **Governing Body**, **IQAC** and the **Principal** work in tandem to ensure effective and efficient functioning of various activities/ programs in the college. The College functions as per the well stated Policies, Rules and Guidelines framed by the State Government/ Directorate of Higher Education Assam/ the Governing Body/ Administrative head/ IQAC and Academic Committee. The administrative setup, though apparently looks like a pyramid, in practice the College administration does everything possible to make the administrative and academic processes **participative** with a great deal of **decentralization** of powers and responsibilities.

Appointments in the college are governed by guidelines set by the State Government, which is in accordance to that of the UGC. On receipt of permission from the DHE-Assam, the college publishes advertisement for appointment against any vacancy. Selection committee is formed as per guidelines and interview is held. The name of the selected candidate is approved by the G.B., after which the same is submitted to the Director of Higher Education of Assam for final approval and appointment order.

Service Rules are governed by **Assam College Provincialization Act-2005**.

The College prepares its **Perspective Plans**, long term and short term, for overall development of the College and has **three pivotal aspects** in it viz. Academic, Infrastructural & Administrative.

Perspective Plan

(I)	ACADEMIC GROWTH
-----	-----------------

The College administration has chalked out a two-pronged strategic plan for its Academic growth.

Short Term plan

1. **Employability Enhancement:** To provide Skill based education to all students in a planned manner so as to enhance their employability to 100%.
2. **NEP Readiness:** To remain ready for the introduction of the NEP-2020 with infrastructural and manpower augmentation.
3. **Multi Faculty College:** To introduce **Science Stream** in the college and to approach concerned authority to regularize the existing Commerce stream.

Long Term plan

1. To achieve the status of a **PG College** by introducing Post Graduate Programs in each department.
2. Developing it into a **Multi Faculty Institution** by introducing futuristic courses on **Science and Technology**.

(II) INFRASTRUCTURAL GROWTH

The plan of the institution for its Infrastructural Growth is categorized in “Short Term” and “Long term”:

Short term plan

1. To develop a green and environment friendly campus.
2. To create a comprehensive **Disaster Management System** in the College and to make the College Disaster Ready (Assam falls in Zone-5, the highest risk zone for earth quake).
3. To create a comprehensive Sports facility.

Long term plan

1. To shift the college to the newly created sprawling second campus in a phase-wise manner.
2. To develop the old campus located at the heart of the town, into a Business Centre, which will help us generate much needed revenue to run the college smoothly.
3. To increase the number of girls hostels to provide 100% hostel accommodation to the enrolled students

(III) ADMINISTRATIVE REFORM

1. To create a “Paper Free Office” by adopting digital means in administration.
2. To introduce regular Meditation sessions for the office staff to reduce tension.
3. To organize **Gender Sensitization Programs** among administrative staff to make them more

helpful and sensible towards girls.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2 Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The College has effective welfare measures in place for its teaching and non-teaching staff as can be seen from below:

1. Welfare measures for Sanctioned teaching and non-teaching staff are in place as per guidelines of the Government of Assam. The college authority does the needful to ensure that they can avail the same without any hassle.
2. For non-sanctioned (contractual) staff the following welfare measures have been adopted:
 - **Staff Quarter facility** with electricity and running water.

- **Ex-Gratia payment** during festivals (Durga Puja and Bihu) are provided to all non-sanctioned staff.
- **Group Insurance** provision is there for Sanctioned Non-Teaching faculties
- There is a **welfare Society** for non-sanctioned staff in the name of “**Non-sanctioned employees welfare Society**”. It looks after financial wellbeing of the non-sanctioned staff within its capability.
- **Benefit Fund facility:** The College has created a **Strong fund**, courtesy donations from some of its faculty members and a good contribution from the college authority. A certain amount from the annual interest of the same will be used to provide salaries (in enhanced manner) to the non-sanctioned staff.
- **Free Tiffin** is provided to **Non-sanctioned (contractual/ temporary) Non-teaching staff** at the college canteen.
- **Free Sanitary Napkins** provided to all women staff at the time of their need.
- **Relaxation of Working Hours (by 1.5 hours)** can be availed by Women office staff during their mensuration periods.
- Periodic health checkups are done for teachers and office 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: 4.06

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

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

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

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: 37.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	33	18	35	16

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

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

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

6.4 Financial Management and Resource Mobilization

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

Response:

The College administration puts utmost efforts in mobilization of resources from possible sources and ensures optimal utilization of the same. Various sources of government and non-government sources that college has availed financial assistances from are –

1. Government Agencies:

- Government of Assam
- RUSA
- NSS, Dibrugarh University

2. Non-Government Sources:

- SBI (ATM rent)
- Jio (Rent for using college premises for their machinery)
- House rent.
- Rent from IGNOU
- Hall rent from ICAI
- Donation from Corporate agencies
- Donation from benevolent individuals.

With a view to ensuring optimal utilization of various resources, the college prepares Annual Internal Budget and does necessary expenditures according to fund allocated against different heads. At the end of every financial year, expenditure statements are prepared and discussed in a review meeting for necessary modifications in the next budget.

The college conducts Financial Audit (Internal & External) regularly. At this point of time, financial audit has been done till 2021 – 2022, successfully without any major audit objection.

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:

IQAC of the college is active to its full potential and has been instrumental in assuring quality in the institution's teaching learning processes.

Pivotal role played by the IQAC in various spheres can be depicted under the following categories:

Planning: The IQAC helps the college authority prepare its Perspective Plans, long term and short term. In doing so, the IQAC takes into account various factors that, directly or indirectly, may influence the growth of the college, both academic and infrastructural.

Execution: With a view to ensuring proper execution of various strategic plans, the IQAC of the college offers wholehearted support to the college authority by providing it with timely and updated reports on functioning of various cells/ committees. There is a comprehensive monitoring system in place at the college, which under the direct supervision of the IQAC, monitors various activities viz. mentoring, progression and timely completion of curriculum, proper functioning of continuous assessment and evaluation processes in the college, periodic feedback collection and analysis, meetings with various stakeholders, functioning of various student-support services etc.

Reviewing and Remedial action: At the end of every academic session, after the declaration of the results, the IQAC sits with the departmental heads and the academic committee to review and analyze the program outcomes of different programs on offer at the college. The report of the same is submitted to the Principal and accordingly preventive and remedial measures for the next session are adopted.

In order to monitor the progress of the institution there is a system in place, which keeps record of incremental improvements in various spheres as a result of relentless quality enhancement drives of the IQAC.

File Description	Document
Upload Additional information	View Document
Provide Link for 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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

"**Gender Audit**" of the college has been done covering a period of five years (2017-2022), the findings of which have been taken into account to improve upon gender equity policies of the institution.

The College is a girls' college, with teaching and non-teaching faculties comprising **mixed gender**. By the virtue of being a girls' college, the **gender equity** is an issue, both in and outside the institution that the college authority takes earnest initiatives to sensitize its staff and students about. We keep doing this to make everyone (stakeholders) realize the dire need for "**gender equity Policies**" towards women, the oppressed gender. We organize special awareness program among our girl students so that they understand the seriousness of the issue and in return make their locality aware of it. We keep sensitizing our male staff about issues related to gender and urge them to understand the need for equity policy towards women.

Some of the measures adopted by the institution as a part of its "**Gender Equity Policy**" are:

Regular awareness drives on gender equity among the students & faculties.

Sensitization (on person to person basis) of the office staff, library staff and teachers on "gender equity" and its importance to achieve "gender equality" and women empowerment.

Special arrangements and relaxation of working hours for women staff during their menstruation periods.

Free Sanitary Napkins are given to students and women staff at the time of their need.

Provision of **Day Care Centre** and **Rest room facility** for women working staff and taching faculties.

The institution offers full support in implementing all equity initiatives of the government (for eg. special scholarship for Girls Child, Distribution of free Scooty and laptops for bright students, hostel mess dues relaxation of girls etc.)

Some of the **Gender specific facilities available for women** in the college:

1. **Women Receptionist** at the front office in Administrative Block.
2. The entire college campus is under **CCTV surveillance**. (For security fo the girls)
3. Sufficient numbers of **toilets/washrooms for girls and women faculties**.
4. **Sanitary Napkin incinerator** installed at differnt sections of the College.
5. Washroom and toilet cleaning staff comprises of exclusively women only.
6. Provision for **hostel security for girls**.
7. Hostel **Warden/Matron and cooks comprises of exclusively ladies staff**.

8. **Free sanitary napkins for students and staff** are made available at the departmental store of the College.
9. Governing body, IQAC, Academic Committee, Academic Performance Monitoring and Counseling Cell, Sexual Harrasment Prevention Cell, Grievence Redressal Cell, Internal Complain Committe are some major decision making bodies and student support services, which are constituted with **majority of women members**.

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
Provide Links for any other relevant document to support the claim (if any)	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
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response:

The institution's **Inclusive nature** is evident in its student enrollment pattern itself. Ours is one such institution, which can be considered as a **mélange of all communities** (ethnic and non-ethnic), **castes, cultural groups** and **religions** of the entire North East India. As an institution we boast of our **secular nature, accommodative character** and **friendly environment**. In our institution no minority (cultural/ linguistic/ religious) student feels isolated or, neglected. Some of the key initiatives of the institution that depict its true *inclusive nature* have been:

1. **Customization of Add-on (skill based) certificate courses** to accommodate outstation students, especially the housewives, dropout students of other institutions and needy women.
2. Regular **sensitization programs** on various topics viz. *Tolerance to other community and religion, Constitutional obligations, Rights/ Duties and Responsibilities of citizen* etc. are organized.
3. There is a practice of holding regular Morning Assembly, where arrangements have been made to **Showcase Ethnic Cultures** of different communities/ ethnic groups of the region.
4. The college celebrates various **ethnic festivals** of the region.
5. Occasionally programs like **Exhibition cum Sale of various ethnic foods** are organized in order to promote them.
6. It has been made mandatory to use **ethnic snacks** only during tea break of every Meeting/ workshop/ Seminar organised in the college.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE No. 1:

1. Title of the Practice

“**Solace**”- Special Relaxation in working Conditions for women employees during their Mensuration periods and free distribution of Sanitary Napkins to all.

2. Objectives of the Practice

It is well understood that women remain in a state of discomfort and despair during Mensuration periods and it is unfair to treat them on equal terms with men, during those days. As a gesture of goodwill and love towards our women employees, these special arrangements have been made by the college authority.

3. The Context

Contextual features that have been taken into account: The College, being a Women’s college, has the privilege of accommodating hundreds of girls every day in its campus. Moreover, there are good numbers of female employees in the college. Mensuration related issues are very disconcerting for them. It is felt that the college should take upon itself the responsibility of providing “**Solace**” to our family members at the time of their distress.

Challenges: Two minor challenges that we had to overcome were –

- 1) There has been a minor financial burden of around Rs.2500/- in a year.
- 2) It was necessary to sensitize all employees and make them sympathetic towards issues related to women.

4. The Practice

The practice that the college has been adopting can be depicted as follows -

- Free distribution of Sanitary Napkins to the students at the time of their needs is done since 2020. The facility has been extended to all female employees and teachers.
- Notification regarding this was served to concerned parties/ displayed in the college Notice Boards.
- A female grade-IV employee has been entrusted with the responsibility of swift distribution of the same on demand.
- A register has been maintained to keep record of free Napkins that have been distributed.
- Notification regarding relaxation of Working Hours was served to all concerned departments and

all staffs are sensitized regarding this.

Uniqueness: This practice is unique as it addresses the **Gender Equity Policy** of the college in the best possible way.

Initial Constraints & Limitations: Initially the students were found to be reluctant and shy to come forward and request for a free Napkin. But after continuous sensitization, these days they come forward without any hesitation to avail the facilities.

5. Evidence of Success:

From the record kept in our office there is an average use of 360 pads per year. Taking into account that, average number of “academic working day” per year is 180, the average number of “Free Sanitary Napkin” in use is 2. This is a satisfactory count over a period of one year.

6. Problems Encountered and Resources Required:

Problems encountered: Prospective female beneficiaries were reluctant to come forward due to shyness. Luckily this has been disappearing fast.

Resources Required: Extra financial burden that has to be borne by the college was meagre and was covered well by the college.

BEST PRACTICE No. 2:

1. Title of the Practice

“**Xahari**” – an outreach initiative.

2. Objectives of the Practice

To **make resources of the institution available to disadvantaged sections of the society.**

“Xahari” has two major wings viz. “**Mobile Library**” and “**Computer Education at your doorsteps**”. From 2022, as a part of this mission we have been providing free computer educations and mobile library services to *inmates of the District Jail of Tinsukia*. The objective is to give the *inmates* a second chance in life after their jail tenure.

3. The Context

Context & Challenges: At the beginning our team of **Xahari** was a bit hesitant to go to the jail and approach the inmates (due to their preoccupations towards them). However after tremendous responses and love that they received from them, all, the apprehensions evaporated.

4. The Practice

Two main programs covered under this Xahari initiative are – “Mobile Library” and “Free Computer Education”.

- **Mobile Library:** The librarian approaches institutional Heads and on receipt of their consents, delivers the books at their campus to be distributed among the students/ members. Students choose the books of their choice and as per their requisition; books are given to them for a period of 15 days. The institutional heads take the responsibility of safe handling and secured return of the books.
- **Free Computer Education:** We have a separate unit of 12 laptops, a sound system, projector and other accessories for the extension activities under “Xahari”. The HoD of the Computer Department, takes the system to the concerned institution as per the pre declared routine (twice in a week) in our multi utility van and teaches the computer courses to the students (inmates of the Jail) of the institution.

At the end of each course, examinations are conducted by and certificates will be issued by the college to successful candidates. This free computer education program has also been made open for students of other colleges.

5. Evidence of Success

Xahari has been our story of success in extension activities.

(a) **Mobile Library:** The mobile library has been providing its services in schools of the region. Lately, it has extended its services to the inmates of the district jail. It has earned popularity among the readers, as is evident from the fact that some schools request us to extend the period of lending from 15 days to one month.

(b) **Free Computer Education:** The fact that computer literacy provides immense advantage in job market, and that we provide it at their doorsteps; and that our computer programs are approved by the Dibrugarh University / IIT, Mumbai have made our computer education programs very attractive to the needy aspirants. At present 15 inmates of the District Jail and a total of 31 out-station students (from within Assam and other states) have been enrolled in various computer courses under the Xahari scheme.

6. Problems Encountered and Resources Required

The one problem that we had encountered was excess workload that our computer faculties had to bear. As per our record, the establishment and other recurring expenses in the practice are –

- Establishment cost: Rs. 453175.00
- Recurring expenditure: Rs. 6400.00

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:

The *Distinctive Feature* of the institution is that since its inception, it has been a dedicated soldier that has been fighting, untiringly for the cause of Women Empowerment and over a period of more than five decades, it has been a brand name in the domain of ACADEMIC EXCELLENCE .

As a premier institution of higher education for girls, the priority area of the institution has been to ensure *true empowerment of our students* through their Academic Excellence and Employability Enhancement.

Academic excellence: The institution goes about achieving its stated goal of providing academic excellence to its students in a very methodical way that the IQAC, together with the Academic committee chalks out on long term and short term basis.

The **Admission** is done fully on merit basis, following government's guidelines on reservation. Obviously we attract brilliant students due to our **good image**. **Teaching learning** is **innovative** with incorporation of different Innovative Components. We give full guaranty on **timely completion of the course/ syllabus**. **Robust mentor-mentee system** is in place. Continuous evaluation is done to screen out advanced and slow learners to take immediate remedial actions. Well planned **complementary Add-on certificate courses** are offered to enhance employability of the students. **Strong Career counselling and placement cell** is in place, which organizes, regular career coachings and placement drives. **Well thought out extracurricular activities** and other personality development programs are there for the students. One **NIS coach** has been recruited to impart training on the **Fencing sport**. There is a coach for Volley Ball coaching, outsourced during practice seasons. Permanent **music teacher** is there. All these initiatives ensure a proper grooming of our students to make them a resourceful citizen of the nation.

The evidence of success in our efforts can be seen in our performances in the prioritized fields. In last five years:

- The overall pass percentage (**averaged over last five years**) in the university examinations: 94.00 % (Arts); 92.08% (Commerce).

Employability Enhancement: Being an institution offering conventional programs in Arts and Commerce, it is slightly difficult to expect from the students to have a great deal of employability. But our relentless efforts over the years towards enhancing employability of our students have started showing positive results - our graduates are equipped with better employability skills in comparison to some other similar institutions. Strategic planning and execution has helped us enhance employability of our students as depicted below:

- We analyze the progression rate of students at the end of every academic program. If found unsatisfactory, the IQAC and Academic committee provide suggestions to the authority to introduce complementary skill enhancement courses as Add-ons to various programs, as per their requirements. For example, *Functional English course* has been introduced mainly for the students

with Hindi, Bangla and Assamese Honours in order to enhance their English speaking capability. Computer courses have been offered for all to enhance their grasp in computer, which is another important job skill in modern job market.

- The Career Counselling & Placement Cell (CCPC) of the college organizes career counselling programs, awareness programs, month long crash course/ workshop on employability skills and Campus placement Drives on regular basis.
- Special trainings are imparted by respective departments to its students so that they can perform well in various entry examinations for their higher studies.

The evidence of success:

- Number of students' progression to higher education: 517
- Number of students who got employment: 254

It is quite evident from the graphical representations in the linked files that the scenario has been improving by the year.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

NIL

Concluding Remarks :

- Women's College, Tinsukia is one premier institution of this region offering various UG and PG (Distance Mode) programs for girls.
- In this college we offer both conventional programs in Arts and Commerce as well as professional programs like the B.C.A.
- To complement the regular programs, we have been offering various Add-on courses as a part of our **curriculum enrichment initiatives**.
- Sincere attitude and hard works of our faculties, combined with student-friendly ambience has been the key to our success over the years.
- We sincerely believe in our well spelt-out Motto and do everything possible to fulfill long cherished dreams of our students. Overall mode of functioning of the institution can be summarized as follows:

1. Transparent Admission process and smooth transition into the system.
2. **Innovative Teaching-Learning** (Conventional programs with Professional & Skill based programs/ courses).
3. Robust **Mentor-mentee system**.
4. Wide range of **support services**.
5. Consistently good **Academic results**.
6. Satisfactory **progression record**.
7. Active **Career Counselling & Placement** system.
8. Effective & Transparent **Financial Management** by the administration.
9. Continuous efforts to minimize **Carbon footprint** of the college, potent **waste management system** and comprehensive **rain water harvesting**.
10. Exemplary **Outreach programs/ Extension activities** undertaken as a part of institution's social responsibility.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :16</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p>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</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>573</td> <td>148</td> <td>312</td> <td>580</td> <td>731</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>546</td> <td>135</td> <td>300</td> <td>550</td> <td>704</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	573	148	312	580	731	2021-22	2020-21	2019-20	2018-19	2017-18	546	135	300	550	704
2021-22	2020-21	2019-20	2018-19	2017-18																	
573	148	312	580	731																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
546	135	300	550	704																	
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>31</td> <td>28</td> <td>27</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>19</td> <td>16</td> <td>15</td> <td>16</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	34	31	28	27	28	2021-22	2020-21	2019-20	2018-19	2017-18	23	19	16	15	16
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	31	28	27	28																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
23	19	16	15	16																	

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
.15	0	0	.25	.625

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0.1	0.48

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	11	11	6	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	2	2	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:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	0	3	4

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	40	19	15	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	29	16	10	7

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:

2021-22	2020-21	2019-20	2018-19	2017-18
33	17	18	31	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	10	12	15	24

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 : 11

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18.85	78.78	71.56	45.07	77.60

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17.02	72.98	39.53	46.45	78.07

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.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	15	10	4	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	4	4	7

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:

2021-22	2020-21	2019-20	2018-19	2017-18
34	8	24	21	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	12	8	7	6

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

6.2.2 Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	0	0	0

Answer After DVV Verification :

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
14	35	18	42	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14	33	18	35	16

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	13	13	14	15

Answer After DVV Verification :

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

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

	recommended.
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the documents provided by HEI, Options 1 & 2 are considered.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 56 Answer after DVV Verification : 51</p>																				
2.1	<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>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>54.66321</td> <td>117.05625</td> <td>120.92153</td> <td>92.42925</td> <td>223.79373</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>58.70</td> <td>120.83</td> <td>185.75</td> <td>99.95</td> <td>244.42</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	54.66321	117.05625	120.92153	92.42925	223.79373	2021-22	2020-21	2019-20	2018-19	2017-18	58.70	120.83	185.75	99.95	244.42
2021-22	2020-21	2019-20	2018-19	2017-18																	
54.66321	117.05625	120.92153	92.42925	223.79373																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
58.70	120.83	185.75	99.95	244.42																	