



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DHUBRI GIRLS' COLLEGE, DHUBRI

G.T.B. ROAD. NEAR A.S.T.C. BUS STAND. PO. DHUBRI. DISTRICT. DHUBRI.

PS. DHUBRI. STATE. ASSAM PIN. 783301

783301

www.dgcollegedhubri.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dhubri Girls' College, Dhubri is one of the premier colleges located at G.T.B. Road, near District Jail, Dhubri, Assam. The college was established in the year 1983 on 17th November. At the very initial stage the college started functioning within the premises of Dhubri Municipal High School with a handful of girls' students having H.S. section only. When the college was established in the year 1983, the intellectuals were having a motto "To strive, to seek, to find and not to yield". Although they dreamed of establishing and promoting for imparting Higher Education to the women but the facilities for higher education still remained very limited and failed to cater the need to accommodate a proportionately large number of students and as a result, many students found their doors closed to their aspirations of getting higher education. The realization of this fact and the deep understanding of the situation convinced some prominent educationists and politicians about the prospects of founding a Higher Educational Institution for women in the undivided Goalpara District of Assam. It is worth mentioning that Dhubri Girls' College, Dhubri is blessed by some Great Personalities like Lt. Aniruddha Singh Choudhury (Ex- MLA), Lt. Zahirul Islam (Ex- Minister), Prafulla Kr. Mahanta (Ex C.M. Assam), Lt. Hiteswar Saikia (Ex. CM. Assam) Nazibul Umar (Ex MLA), Lt. Amanendu Benarjee Retd. Professor, B.N. College, Dhubri etc.

Since its inception, the college has been dedicatedly rendering service in imparting higher education at UG level. Due to the active involvement in disseminating knowledge Gauhati University extended permanent affiliation in the year 2010 for the ongoing Arts course. The college obtained recognition under Section 2(f) & 12(B) of the UGC Act, 1956 in 31st March, 2014. The college was provincialized in 1st January, 2013 under the Provincialization Act by Govt. of Assam (w.e.f. 1st January, 2013).

The University results speak well of the high degree of academic excellence attained by the students who are equally proficient in extracurricular activities. Stress is laid on character building and all round development of the students' personality. Special attention is paid to the economically backward and meritorious students.

Vision

Dhubri Girls' College, Dhubri has so far been moving ahead with the primary vision of spreading knowledge and wisdom among the Girls' since its inception way back in the year 1983. It is continuously stepping towards the successful journey of women empowerment through the development and application of knowledge and wisdom. The purpose of such engagement will be to create an inclusive society that promotes and protect the dignity, equality, social justice and human rights for all with special emphasis on empowerment of women for responding social change realities. We cherish the vision of making this college a leading premier institution which can leave a mark in the society at large.

Mission

Mission

- To empower the young women student through academic excellence which aims the enlightenment for the intellectual, spiritual, emotional and creative needs of the student and to make them confident, self-reliant decision maker.
- To form our Girls' Students who are 'always wise and who will dare to go ahead and conquer knowledge' through dedication and competence.
- To encourage students to imbibe traditional, moral values based on India culture and heritage.
- To inspire and prepare our students to compete at national and international platform in the fields of academic, art and sports.
- To promote leadership qualities and to develop entrepreneurial skills among girls' students.
- To create among young women students the sense of sincerity, devotion, truth and honesty to words the nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. An all-women's college that provides an empowering learning space for women.
2. A strong academic reputation built over a period of 39 (Thirty Nine) years.
3. Inclusive institutional environment that encourages diversity.
4. Undergraduate and Postgraduate (ODL) Programs of study.
5. Twelve teaching departments with dedicated faculty.
6. Encouragement and opportunities for co-curricular activities.
7. Student support services for academic, personal and career support.
8. Academic and residential campuses located in the heart of Dhubri Town with excellent connectivity.
9. Affordable education that enhances access.
10. Decentralization and transparency in administration.
11. The College has dedicated teaching and non-teaching staffs, and satisfactory student strength, with students hailing from different communities
12. The teaching staffs, both Regular and Part-time, fulfills the required norms of UGC, and have been academically active.
13. The College has an active NSS Unit.
14. IQAC with the co-operation of its various Committees organizes programmes with the prospect of

monitoring students in various fields.

15. The College runs a good and hygienic Canteen within the campus.

16. The College maintains a WI-FI enabled campus and the Computer Lab is well equipped.

17. College campus is under CC T.V. surveillance.

18. College has a Fitness Gym, with some gymnastic equipment.

19. Drinking water facility is properly maintained.

20. The College has an active Alumni Association that organizes meetings and get-togethers.

Institutional Weakness

1. Limited campus area with the constraints of space hampering growth of physical infrastructure and expansion plans.

2. Inability to meet the demand from students for residential accommodation.

3. Limitations of space that seriously hampers sports activities in the campus.

4. Long-standing vacancies and lack of man power in teaching and non-teaching posts, creating a situation where temporary appointments have to be made, draining the College's resources.

5. Instability arising out of temporary appointments.

6. Shortage in the number of permanent teaching and non-teaching posts.

7. Infrastructural and regulatory obstacles in the introduction of new courses and programs of study.

8. Inability to harnesses renewable energy resources.

9. Dearth of fund has resulted as a hindrance in the proper functioning of the College.

10. Lack of Digital Classrooms and Digital Library and Auditorium hall has been a major drawback in garnering intellectual development amongst the students.

11. Inadequate resources for recruitment, retention of Ad-hoc teachers.

12. No Playground and Indoor Stadium.

Institutional Opportunity

1. Obtain advantage from the national emphasis on women's education and articulation in the draft National

Education Policy, 2020 of the objective of holistic education, which is aligned to the college's vision, to sustain the single-gender character of the College and help in its growth.

2. Enhance diversity to gain the benefits from diversity-related experiences.
3. Increase community interaction and social outreach to raise Institutional visibility.
4. Leverage ICT to take optimum advantage of the technology-enabled learning space.
5. Explore interdisciplinary to develop new programs and courses of study and widen the academic choices available to a student.
6. Build inter-institutional linkages for collaboration in learning and research.
7. Forge Industry –academia linkages to support initiatives for skill development, entrepreneurship, innovation and research.
8. To start Science Stream at the under graduate level in near future.
9. To start Vocational Courses.

Institutional Challenge

1. Standardization and benchmarking all aspects of Institutional functioning necessary in achieving excellence.
2. Meeting resource constraints in maintaining preparedness in the rapidly changing higher education scenario.
3. Ensuring the continuous professional development of faculty to meet the challenges of disciplinary advancement and a continuously evolving, technology –embedded learning environment.
4. Achieving the objectives of the Choice Based Credit System (CBCS) of providing greater academic choices, opportunities for credit transfer and mobility, and learner autonomy.
5. Ensuring better placement opportunities for students.
6. Ensuring adequate availability of funds for the maintenance of an ageing physical infrastructure and renewal of campus facilities.
7. Meeting the competition from private-funded institutions which have more modern infrastructure.
8. Acquiring more land to improve facilities.
9. Offering multi-disciplinary courses.
10. Shortage of regular faculties and Non teaching Staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dhubri Girls' College, Dhubri follows the curriculum of the Gauhati University, its affiliating University, in all its programs. Faculty members of the College do their best to follow the curriculum designed by the affiliating university and make the students understand of the curriculum and try to deliver effectively to achieve the learning experience it envisages. This requires the planned deployment of a range of carefully balanced strategies to address the learning needs of the student.

The schedule of curricular activities in the College is guided by the Academic Calendar, which together with the Class Routine helps in planning for optimal student engagement in learning. Classroom interactions follow a Lesson Plan to meet the course objectives and a progressive report of students are maintained that records the level of a student's engagement with the curriculum. Classroom interaction methods range from the chalk and board technique to the use of ICT tools. Learning assessment employs approaches like class tests, seminar presentations, group discussions and writing and reading assignments that culminate in sessional examinations that precede the end semester examinations. There is provision for tutorial classes and also remedial classes for specific needs.

A good curriculum must have academic flexibility to meet the learning needs of students and the College has introduced new courses that increase a student's academic choices. The curriculum has also been enriched through a diversity of learning experiences like the Certificate, Diploma Course on Computer Education. Special attention is paid on some courses (Prescribed in CBCS syllabus) which are intended to emphasize the appreciation of cross-cutting issues like gender equality, human rights, child rights, elder care and environmental protection that are often marginalized. The learning of professional ethics, more specifically of academic honesty, is given stress in the undergraduate research activities in the College. This range of experiences is geared towards the College's mission to provide holistic development to every individual.

The College monitors learning, obtains formative feedback on the curriculum from students and other stakeholders, and encourages and enable faculty to build skills in areas like ICT and Mentoring to supplement and take forward the teaching-learning process.

Teaching-learning and Evaluation

The college attracts students from diverse backgrounds from within the District and across the State. Admission to its programs is based on merit and the statutory reservation of seats for notified categories is maintained. Varying potential of students is assessed through initial interaction as students are welcomed into a learning environment that is sensitive to those who might need initial mentoring and orientation, and tutorial and remedial classes as well as to those who might learn better when presented with additional courses. Group study, workshops and exchange programs across neighboring colleges help to sustain both the slower learner and those who relish challenges.

Innovative learning methods take the student beyond the classroom and show them the relevance of their learning outside. Through departmental organizations like the Dramatics Society, activities like field and lab based projects, educational excursions, workshops and training programs teachers and students engage in experiential and participatory learning and teaching that is mutually enabling.

The College fosters creativity among students and teachers by inviting innovative methods of recycling waste, organizing workshops in emerging areas of critical concern, training and promoting literary, journalistic and editorial skills through its magazines and newsletters. They are further made aware of problems like economic disparity, illiteracy, gender inequality and malnutrition as part of their overall education.

Alongside the diverse learning processes there is Continuous Internal Evaluation through Sessional examinations and a variety of projects, assignments and presentations conducted by individual departments. The Examination Committee ensures and focuses on not only student progress, attendance monitored and records maintained, but the process remains transparent and student friendly, with re-evaluation and re-examination available when requested.

The college sees its students as partners in the learning process and outcomes of the curriculum are made known to them on 'Induction Day' at the start of a new academic session. Their attention is kept focused on these outcomes through periodic motivational sessions and their achievement is assessed in the course of Parent-Teacher meetings and regular interaction with their teachers.

Research, Innovations and Extension

Dhubri Girls' College, Dhubri always encourages its faculty members to undertake research activities wherever possible in spite of the limited opportunity in the college. The search for truth and rational thinking can be achieved through sincere research. A good research can leave an impact on society. The institution offers undergraduate courses. Therefore, the research is limited. However, the college encourages its teachers to undertake research projects, both minor and major, to enhance the quality of education. Some of our teachers have undergone research works for M.Phil, Ph.D and HRDC sponsored FDP (Faculty Development Programme) on Research Methodology while many are aspiring to go for higher educational degrees. In order to encourage and familiarize research to both students and teachers, the institution organizes inter-departmental seminars, workshops etc. Keeping in mind the importance of research, some of our teachers have been publishing research articles in various journals/Books. The college also organizes some Departmental Programmes through which students are advised to promote and aspired to do good research works.

Innovations and extension activities are conducted in the areas where the college is doing very well. As such, the college has an active NSS, Scouts and Guides and various Cells and Committees. The students and teachers of the college understands the importance of community service and participates in activities that helps society. Every year these committees and cells undertake different extension and outreach programmes such as cleanliness, plantation and other public awareness drives.

Infrastructure and Learning Resources

The college has been making full efforts for the development of infrastructure of the college. There are adequate class rooms, separate spacious and a well accommodated Hall with a seating capacity of 250 seats used for different programmes, separate offices for Distance Education Centres of KKHSOU & IQAC, well furnished Computer Education Centre, separate department rooms for each department, Laboratories for the Department of Education, Canteens, Pure drinking running water facility, High power generator and a 250 KVA Electricity transformer for the college. Besides, the college has a fully equipped having A/C facilities resourceful library. The library has a spacious reading room with a seat capacity of 40 (forty) students. The students are facilitated with Girls Common Room, College Union Body Room, toilets for girls, 1 small

playgrounds and both Bike and Car parking. Separate arrangement is also made for teacher to carry out research activity in the library. The college has provided ICT facility in the form of digital classroom and wifi facility in the computer centre. There is a Campus Development Committee to look after the whole affairs of the campus including beautification, sanitation and cleanliness. Earlier we had the Wi-Fi facility only at our library and departmental common rooms but the college has introduced campus WI-FI and necessary arrangement is already made and hence it is fully wifi campus.

Student Support and Progression

The college is committed towards students' progression and extends all support for their development. The college has varied units for students like NSS, Scouts and Guides etc. The college provides remedial classes for the weaker students in order to bring improvement in their academic performance. The multiple cells, add on skills and career guidance are some of the initiatives taken up by the institution to benefit its students to become contributive members of society. Guardian meetings are held regularly to promote understanding and cordial relation between the college and the parents to ensure support to the students, both at home and in college. The academic calendar that has been carefully designed is an indicative of maintaining equilibrium between academia and extra-curricular activities. Besides the college also assist students in availing scholarship schemes from the governments. Provisions have been made to solve problems and prospects of all section of student through Grievance Redressal Cell, Anti Ragging Committee and Women Cell etc. The active participation of Alumni Association in the college is also an indication of a strong bond between the alumni and the college.

Governance, Leadership and Management

The college has its own vision, mission and objectives. A transparent and democratic decision making process is maintained. The Governing Body is the authority for internal management and decision making. The management of Dhubri Girls' College, Dhubri is highly decentralized and democratic in its approach. It has a well-defined quality policy and action plan. The Principal of the college plays an important role in designing and implementation of plan and policies of the college. She sets internal policies and programs of the college with the association of IQAC Coordinator, Heads of various departments, conveners of different committees, librarians, and senior members of non-teaching staff. Different committees have been constituted to conduct different activities with a view to make effective implementation. The IQAC of the college functions as a key commander in monitoring various activities and coordinating the diverse stakeholders. The college has a Master Plan that provides direction for future infrastructures and academic development. Student feedback on teachers is maintained to ensure teacher accountability towards students and Grievance Redressal Cell has been formed to pay heed to the opinions/suggestions and meet up the grievances of its stakeholders. The budget allocation to the college is made by the Government of Assam. The financial management is assisted by DDO (Principal) and the Accountant of the college. The departmental expenditure is disbursed by the Principal in consonance with the departmental heads, decided in the meeting with regard to purchasing books, equipment, and other necessary expenditure. IQAC oversees all the developmental works of the college and is the most important cell. Under this IQAC all other cells operate. Academic Committee takes care of the academic activities of the college. Examination Committee takes care of all the internal assessments and ends semester examinations. The Library committee ensures the procurement of books and other materials from time to time. Admission Committee oversees the admissions before the start of the academic session. Cultural Committee organizes all cultural programs throughout the year.

Institutional Values and Best Practices

The college firmly believes that community service is a noble service towards humanity. Several activities such as cleanliness, plantation and awareness campaigns are conducted for the benefit of society and at the same time, teaching the importance of doing such things to students. Promoting Library consciousness among the students is also one of the Best Practices. The college imparts Library Orientation Programmes to encourage Students to explore library, read more books, and enhance their level of knowledge. Seminar presentation and group discussion are organized under the orientation programme. The programme helps, encourage students to develops their good reading and study habits. It orients them towards research.

Rendering Extension service in the adopted village by our College fraternity is the 2nd Best Practice of our college. In 2019 the College adopted a village named Asharikandi of Dhubri Revenue Circle in Dhubri district as a part of its Extension Service Programme. Since then the College has been relentlessly working on the overall development of the village by organizing and arranging various camps, interactive sessions, activities and visits. As part of its community service programme, our college has conducted some awareness programmes on “Child Labour”, “Women Education” “Plantation in some school Premises” and “Swatch Bharat Abhijan”. Moreover some of the Schools have been running without electricity and our college has listed and recommended to the Electricity Department for Electricity connections. NSS unit and the Red Ribbon Club unit of the College have organized special camps in the village and delivered lectures on various socially relevant themes. The teaching faculty of the college has also taken up classes in the Madaikhali SC Girls’ L.P School for the benefit of the students. The college has taken a number of green practices in the college and keeps the campus Waste Free Campus, Pollution Free Campus, and Plastic Free Campus. Plantation programs are also undertaken from time to time. Over the last few years, the staff and students have made a significant contribution and transformed this college to a new height and tried to translate the vision, mission, and objectives of this college into a reality.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DHUBRI GIRLS' COLLEGE, DHUBRI
Address	G.T.B. Road. Near A.S.T.C. Bus Stand. PO. Dhubri. District. Dhubri. Ps. Dhubri. State. Assam PIN. 783301
City	Dhubri
State	Assam
Pin	783301
Website	www.dgcollegedhubri.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Multufa Begum	03662-232004	9954760740	-	dhubrigirlscollege@rediffmail.com
IQAC / CIQA coordinator	Anisur Rahman	03662-232369	7002596600	-	iqacdgc83@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	24-09-1983			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Assam	Gauhati University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	31-03-2014		View Document	
12B of UGC	31-03-2014		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				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	G.T.B. Road. Near A.S.T.C. Bus Stand. PO. Dhubri. District. Dhubri. Ps. Dhubri. State. Assam PIN. 783301	Urban	0.727379	820

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,English	36	H.S.	English	50	13
UG	BA,Economics	36	H.S.	English,Assamese	50	2
UG	BA,Political Science	36	H.S.	English,Assamese	50	36
UG	BA,History	36	H.S.	English,Assamese	50	2
UG	BA,Education	36	H.S.	English,Assamese	50	38
UG	BA,Sanskrit	36	H.S.	English,Assamese,Sanskrit	50	1
UG	BA,Philosophy	36	H.S.	English,Assamese	50	16
UG	BA,Arabic	36	H.S.	English,Assamese	50	2
UG	BCA,Computer Science	36	H.S.	English	25	1
UG	BA,Information Technology	36	H.S.	English	25	0
UG	BA,Arts	36	H.S.	English,Hindi,Bengali,As	500	450

				Assamese, Sanskrit		
UG	BA, Arts	36	H.S.	English, Hindi, Bengali, Assamese, Sanskrit	1000	832
UG	BA, Assamese	36	H.S.	Assamese	50	16
UG	BA, Bengali	36	H.S.	Bengali	50	0
UG	BA, Hindi	36	H.S.	Hindi	50	8

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				23			
Recruited	0	0	0	0	0	0	0	0	15	8	0	23
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				13			
Recruited	0	0	0	0	0	0	0	0	8	5	0	13
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	9	2	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	15	8	0	23
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	2	0	0	2
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	8	5	0	13
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	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	830	2	0	0	832
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	148	131	116	78
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	65	42	34	20
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	212	200	205	113
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	503	700	720	491
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	200	159	166	222
	Others	0	0	0	0
Total		1128	1232	1241	924

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on socially and economically disadvantaged groups which include gender, Sociocultural, and geographical identities and disabilities. Our College is affiliated to Gauhati University. Being an affiliated college, our course structure and the content is designed by the parent university as per the UGC guidelines. The college is now operating only one stream- Arts. The college currently does not have multiple entries and exits in the offered programs. Dhubri Girls' College, Dhubri is ready to adopt NEP 2020 in Multidisciplinary
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	Programmes and Interdisciplinary Courses as soon as our Affiliating University gives us the opportunity.
2. Academic bank of credits (ABC):	The institution preparedness in implementation of Academic Bank of Credits depends upon the guidelines of the Parent University and Higher Education Department of government of Assam. For this purpose, a centralized database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by student previously could be forwarded when the student enters into the program again. For monitoring ABC, proper technical support system will be created.
3. Skill development:	Our College is already offering the skill courses as per CBCS scheme set up by Gauhati University from Semester III to VI in various programs. Our College is ready to adopt and offer various Skill Development Programmes that will be offered in the New Syllabus for NEP 2020 by our Affiliating University or as per the framework done by the Government of India. Besides this, In 2022, 1st September DHUBRI GIRLS' COLLEGE, DHUBRI signed MOU with National Youth Vocational Training Center, An Autonomous institution Registered under (NITI Aayog), MSME, Skill India, NCT Labour, Govt of India. Apart from the curriculum offered by the Institution, we are focusing on the vision to make the youth self-reliant through skill-based education that will make the National Education Policy 2020 a revolutionary document. Keeping with this view our Institution has decided to introduce some courses for the benefit of the students which will bring some very fundamental changes in our education system. Along with the regular Degree Programmes our Students will get the opportunity to do some other short term Diploma courses. Our mission is to provide our students with the knowledge, hands-on practical experience and employment skills necessary for them to successfully complete in today's job market. Our students graduate with confidence and possess the necessary skills to meet the demands of employers and to achieve career advancement. OUR OBJECTIVES: The job-oriented ADD ON courses are designed to equip the students to face the emerging challenges in the job market. The programme consists of certificate/Diploma/Advanced level courses to be done in 3 months, 6 months, and

	<p>12 months. Developing Curriculum Design (if necessary), Introducing new Programmes or Courses (as and when necessary) planning, providing assistance and guidance, monitoring the progress, controlling the project scope and resolving conflicts, One Committee consisting of 4 (four) members is formed for its smooth functioning.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college ensures appropriate integration of Indian knowledge system by offering MIL (Modern Indian Languages) subjects and core courses as per CBCS scheme set up by Gauhati University. Languages like Assamese, English and Hindi are offered to students as core subjects along with generic electives and skills subjects. Emphasis is given on teaching through Mother Tongue. Other subjects like Political Science, History, Philosophy, Education etc. are also offered in order to inculcate sense of national integration, love for art, culture and civic sense among the student community. Teaching these courses through online mode during COVID Pandemic was offered smoothly by the college. Infrastructure is available in the college to offer these courses through online mode as and when need arises.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our college offers only ARTS Stream with good number of courses. Bachelor Programmes include Bachelors in Arts and Bachelors in Computer Application i.e. BCA. After completion of their choice of programme, a student is expected to have: ? The programmes also empower the graduates to appear in various competitive examinations or go for higher studies of their choice. ? Qualities of observation, precision, analytical mind, logical thinking, clarity of thought and expression, systematic approach, qualitative and quantitative decision making. ? Trains the learners to extract information, formulate and solve problems in a systematic and logical manner. ? The primary focus of the proposed OBE system will be on the following skills such as life skills; basic skills; professional and vocational skills; intellectual skills; and interpersonal and personal skills with the potential benefits to create a clear expectation of what needs to be accomplished by the end of the course; structure their lessons around the student's needs; determine what credits to award the student; feel responsible for their own learning, and learn more through this individual</p>

	<p>learning. The outcomes analysis will involve the analytical reports rigorously based on student performances and satisfaction feedback and employability index. It is believed that outcome analysis will help to find gaps and carry out continuous improvement to align with the mission of NEP 2020.</p>
<p>6. Distance education/online education:</p>	<p>Our college is providing full support in inculcating distance education by running study centers of Krishna Kanta Handiqui State Open University (KKHSOU), Assam and Institute of Distance and Open Learning (IDOL) of Gauhati University. During Covid-19 Pandemic, our college switched over to virtual mode of teaching through different applications like Google Meet, Zoom, WhatsApp etc. Once the NEP is implemented in Assam, we will ensure smooth functioning of Distance and Online education as recommended by the policy framers of NEP-2020.</p>

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
307	304	300	300	300
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	15	13

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
842	934	1259	1248	1128
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
245	245	294	294	294

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
256	122	160	223	161

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
35	36	36	36	36

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	14	14	14	14

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 13

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
29.74410	100.2392	82.2452	69.82978	60.08500

4.3

Number of Computers

Response: 31

4.4

Total number of computers in the campus for academic purpose

Response: 23

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Dhubri Girls' College, Dhubri ensures effective curriculum delivery by taking several effective measures. It has implemented Choice Based Credit System (CBCS) in 2019-2020 at all UG level programmes as per the regulations of Gauhati University, Guwahati, Assam. The college has well-structured Outcome Based Education (OBE) processes for the effective implementation and delivery of the curriculum to make the students socially committed, employable, innovative and research oriented. The college has been proactive in introducing new generation programmes and familiarising the students with various education platforms.

Curriculum Delivery Planning Process:

At the beginning of each academic year, an Annual Academic Plan (Academic Calendar of the College) is prepared by the IQAC every year on the basis of academic calendar of the affiliating university and departmental academic plans. It is published in the college academic diary and displayed in website. The College Staff assists the IQAC in the process along with timetable and workload committees. The department academic plans are displayed on the department notice boards. The prospectus designed by the Admission Committee disseminates information regarding the programmes and courses. The details of programme outcomes, programme specific outcomes, course outcomes, syllabi, weightage of internal and external examinations are communicated through College Website. E-resources prepared by the faculty and old university question papers are available in the college website for better understanding of the students.

Curriculum Delivery Planning Process:

Classes are held as per routine and the class attendance of the students is recorded in the Register Books. Starting from the session 2019-2020 the same has been recorded in the online attendance portal through mobile phones. Attendance is monitored centrally and students are intimated about it from time to time.

One Sessional Examination each semester is conducted as per Academic Calendar following the pattern suggested by Gauhati University. The Examination Committee, formed every semester, looks after the internal as well as the University Final Examinations held in the college. For Internal Sessional Examinations, routines are prepared by the Examination Committee. The answer scripts of the internal examinations are evaluated by the teachers of the concerned departments and results are declared by the Examination Committee in due time. Unsuccessful students, if any, are asked to sit in another Sessional Examination specially conducted for them.

To involve students in participatory learning, Departmental Wall Magazines, College Magazine, etc. are prepared with active participation of the students under the guidance of the teachers. To break the

monotony of the conventional 'chalk and board' teaching and to make class room teaching more informative and interesting Digital Class Room teaching has also been introduced. Students' seminars are also organized departmentally from time to time. Students are motivated to participate in conferences, workshops, debate and quiz competitions etc. held in the college and organized by other institutions as well for exposure of their talents. Feedbacks from students and parents are collected annually to get their comments and suggestions for the improvement of the academic environment of the college.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The College strictly adheres to the calendar sent by the affiliated University. Management, Principal and IQAC conduct an Annual Planning Meeting for the faculty to discuss and design the events pertaining to the Academic Calendar of the University every year. The University calendar serves as reference to plan the college academic, co- curricular, extracurricular and examination schedule. Having followed the Academic Committee of the college prepares an annual Academic Calendar based on the calendar prepared by Gauhati University for the whole academic session consisting of two semesters. The college Academic Calendar is made available to each student through the prospectus and college website.

The Academic Calendar specifies the following events:

1. Admission/Registration Dates
2. Commencement of Classes
3. Student Induction program
4. Internal Assessment period
5. End Semester Examination Schedule
6. Other events/program like College Foundation Day, Annual College Week, Alumnae meet etc During the Annual College Week, Sports and Cultural events, Literary Meet and the Annual Fresher's Meet are conducted as a series of events. Regular Committee meetings and staff meetings are conducted for smooth conduct of activities during the Academic year.

Sessional Examinations for B.A, 1st, 3rd and 5th Semesters are conducted in the month of September/October every year. Semester End Examinations for B.A, 1st, 3rd and 5th Semesters are conducted in the month of November-December as per University notification.

Sessional Examinations for B.A, 2nd, 4th and 6th Semester are conducted in the month of March/April every year. Semester End Examinations for B.A, 2nd, 4th and 6th Semesters are conducted in the month of May and June as per notification of Gauhati University.

For Continuous Internal Evaluation of the students, the college has adopted various student centric learning methods for each academic session. In general, Semester Examinations of each semester are conducted according to the rules and regulations of Affiliating University. However, Academic Council of the college designs and implements the internal examinations and other academic activities of the college. The Academic Council and college authority always emphasizes on regular attendance of the students in the class to be qualified for internal and external examinations. Apart from these, the college also follows the following measures for Continuous Internal Evaluation:

1. One Sessional Examination is held for each course in each semester as a part of the evaluation process.
2. Students, whose performances are not satisfactory in the Sessional Examination, are given another chance to appear in examination to improve their marks.
3. Periodical Class Tests are conducted by the departments as well as by individual teachers.
4. Seminars of the students are also organised departmentally.
5. Home Assignments and Project Reports are allotted to the students and assessed departmentally.
6. Through personal mentoring, weak students are identified and they are given extra class room counseling.
7. Departments organize popular talks on relevant topics inviting knowledgeable Resource Persons.
8. College Week for co-curricular activities is held as per the Academic Calendar.
9. The Students' Union election is completed generally around September/ October every year.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

- 1. Academic council/BoS of Affiliating university**
- 2. Setting of question papers for UG/PG programs**
- 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
- 4. Assessment /evaluation process of the affiliating University**

Response: E. None of the above

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.

Response: 15

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 0

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 0

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

1.3 Curriculum Enrichment

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

Response:

Dhubri Girls' College , Dhubri, being an affiliated college, follows the curriculum offered by its affiliating institution Gauhati University. Two papers on Ethics in Philosophy in the B.A.5th and 6th Semesters Philosophy Major Course and one paper in B.A. 6th Semester General course deal with value education emphasizing on the spirit of ahimsa, satyagraha, and non-violence through Gandhian ideology.

The Department of Political science has a paper in B.A. 5th Semester General Course with a unit on Ethics and Values in Public Administration. Two papers containing units on Value Education are included in the B.A 1st Semester in both Major and General Courses of Education Department under the earlier Semester System. Department of Political Science has papers on human rights in both General and Major Courses in B.A.5th and 6th Semesters as parts of their course curriculum. The department has another paper in B.A.3rd Semester General Course with a unit on Fundamental Rights. Department of Education also has one paper in the B.A.3rd Semester Major Course with a unit on Education and Human Rights. A paper on Women's Writing is offered to the students of B.A.5th Semester English Major Course. Two papers on Women and Politics are offered by the Department of Political Science in B.A.5th and 6th Semester Major Courses. Another paper on Feminism is offered to the students of B.A. 2nd Semester Honours Course under CBCS System by the Political Science Department. Department of Education also has one paper in the B.A.3rd Semester Major Course with a unit on Education for Women's Equality and Empowerment. One paper on famous women character Chitralkha has been taught in B.A. 5th Semester Hindi Major course. A paper on Nature in B.A.6th Semester English Major attempts to give an idea to look at the changing notions of the relationship between humans and nature and between nature and culture over the ages. A paper on Environmental Education and Population Education is offered for the students of B.A.4th Semester Education Major to educate the students about the relationship between man and environment –Ecological and Psychological perspective and environmental degradation and education for sustainable development. A compulsory paper on Environmental Studies is taught in the B.A.2nd Semester CBCS Course at the Under Graduate level and in the B.A.3rd and 4th Semesters in the earlier Semester System Course. Two papers are included in the 5th and 6th Semester of B.A. Economics Major Course on Environmental Economics and Economics and Natural Resources and Sustainable Development.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 6.34

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27	27	14	14	14

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 25.42

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

Response: 214

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: C. Feedback collected and analysed

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 65.36

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
832	924	1241	1232	1128

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1525	1525	1825	1800	1500

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 147.01

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
296	309	491	471	473

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Response: In an effort to develop efficient human resources Dhubri Girls' College, Dhubri, provides special and additional learning to the slow and advanced learners after proper analysis of their academic capabilities and considering their needs. The students are assessed on the basis of their classroom performance, class tests, home assignments, individual interactions along with their participation in different activities in the college. Starting from the academic session 2016-2017, the college has introduced mentoring classes for the students to improve the students-teachers relationship and to create a congenial academic atmosphere in the college. Students have been encouraged for digital and online classes too (Especially during Covid Pandemic Period) with the help of concerned faculty members.

Strategies for slow learners:

1. Unsuccessful students in the sessional examinations are given another chance to appear in the concerned examinations;
2. Personalised teachings are conducted to offer specialized guidance.
3. Tutorial and additional classes are conducted for the slow learners to help them understand the critical points;
4. Extra reading materials related to the syllabus are provided for improvement of their basic knowledge and understanding on the subject;
5. Home assignments are assigned to the students for assessment of their progress;
6. Students are encouraged to involve in different social and community activities and other institutional activities to improve their self-confidence and responsibility level;
7. Various personality development and motivational programmes and activities are organized to inspire and motivate the students;
8. The college conducts academic visits for the students to important and significant places to gather primary information and basic knowledge and understanding.
9. Youth icons are invited on special days to guide and inspire the young minds.

Strategies for advanced learners:

1. Extra and advanced reading materials are provided to the advanced learners to improve their basic understanding and to broaden their mental horizon;

2. Different motivational programmes, lectures by eminent personalities from different fields, students' seminars, quizzes etc. have been organised to encourage and motivate the advanced learners;
3. The college conducts different value added and community development programmes in and around the college to develop social and community relationship as well as social responsibilities of the students;
4. The college conducts visits to significant places like Live Assembly Sessions for the students to gather firsthand experience and develop awareness about their duties as responsible citizens.
5. Faculty members guide the advanced learners particularly to prepare and present the research papers, different project reports following proper research methodology;
6. Brilliant and successful students in various fields are acknowledged on College Foundation Day and Alumni Day to motivate them by presenting different awards (Best Graduate, Best Reader, Best Player, Best Singer, Best Social Service Worker etc.)
7. The college organizes different interactive programmes with eminent personalities from various fields to inspire and motivate the advanced learners;
8. The advanced learners are also encouraged to use the e-learning accesses properly in their preparation of answers.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 24.06

File Description	Document
Any additional information	View Document

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

Response:

Response:

Dhubri Girls' College, Dhubri adopts different student centric methods like experiential, participatory and

problem-solving methodologies for enhancing active participation of the students in the teaching learning and evaluation process.

Experiential Learning:

1. Different academic field visits are conducted for the students to important places like Book Fairs, Museums and Cultural Centers like Sattras for earning basic knowledge and new experiences;
2. Students are guided to undertake different project works, surveys, case studies etc., to help them gather first-hand information and basic knowledge of specific areas;
3. Students are encouraged to engage themselves in different useful learning activities in the college maintaining a non-competitive and co-operative environment. Senior and junior students get involved together for activities like Departmental Wall Magazine, seminars, quiz etc. and create a congenial academic atmosphere in the college.

Participatory Learning:

1. Departments organize departmental seminars, quiz and group discussions, get together programmes etc. as part of participative learning. Students are taught to analyze, and enhance their knowledge through participation;
2. Field visits and Excursion Tours to historically and culturally important places within and outside the state are conducted to enhance the life skills and knowledge base of the students and to improve and update their participative and experiential learning.
3. Home assignments and project works are assigned to the students to help them develop problem solving skills;
4. Different interactive sessions are organized for the students with experts in various fields as part of participatory learning.
5. Co-curricular, extra-curricular, community activities and value-added activities have been organized for holistic development of the students. Programmes like blood donation, health check- up and health awareness camps, cleanliness drives and tree plantation in public places inculcate social responsibilities and values among the students.
6. Students are also encouraged to participate in different sports and cultural events like Inter College Competitions, Youth Festivals; Cultural Programmes in the North–East Book Fair, Scout and Guide and NSS events etc. to showcase their talents and foster the spirit of togetherness and leadership.
7. Students are appointed as members of different committees of the college and assigned responsibilities to develop their organizational skills and abilities.

Problem Solving Methodology:

1. Students are assigned different projects and assignments to develop problem solving skills in them;

2. Students are made to organize different extra-curricular activities and have learning experiences and problem-solving techniques;
3. Students are encouraged to go for field visits and conduct socio-economic surveys supervised by teachers to get primary information and to develop their analytical skills;
4. Students are provided life skill education in the form of Yoga, Meditation, Creative and Performing Art, Martial Art, and awareness lectures;
5. Scout and Guide cadets and NSS volunteers are encouraged to get involved in various current social issues and burning problems of the community to develop their problem-solving abilities;
6. Opportunities provided for the students to get involved in Students' Union and acquire problem solving abilities. Students are involved in other administrative bodies too.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Teachers of Dhubri Girls' College, Dhubri use a few ICT tools and methods for effective teaching learning process in the college as the college has very few ICT tools and facilities.

Introduction of LMS System enabled teachers to record attendance of students, maintain the activity diary and record of syllabus covered in the classes.

The college has a started to work for a Digital Library with an Internet Zone for the benefit of the students, teachers and other library users. The teachers are using the facilities and guiding students to enhance their knowledge.

Three Digital Class Rooms have been created to facilitate teachers and students with modern day teaching-learning experiences. The college has created limited Wi-Fi facilities to students and staff of the college. All departments, IQAC Room, Library, and Computer Centre were covered with the Wi-Fi facility. Teachers also use personal mobile internet facilities to search and share online resources with the students.

Most of the Departments created class wise WhatsApp groups for better communication, guidance and sharing e-resources for effective teaching-learning environment which proved very successful during Covid-19 lockdown.

Teachers are also using Google Meet/ Zoom Network for online classes according to Government and affiliating university guidelines during the pandemic.

All departments and different committees of the college conducted webinars on various teacher and student centric topics during the pandemic which enabled E-learning for both teachers and students in a wide scale.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 28.07

2.3.3.1 Number of mentors ?????????????? ???????

Response: 30

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 236.15

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 15.1

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
06	06	05	05	05

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 15.23

2.4.3.1 Total experience of full-time teachers

Response: 533

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode**

Response:

The IQAC in collaboration with the Academic Council of the college prepares the College Academic Calendar taking into consideration the Academic Calendar prepared by the affiliating University. The Academic Calendar takes into consideration different academic matters in the college and plans accordingly for the entire academic session.

Generally, one Sessional Examination is held in every semester and class tests, group discussions, quizzes are held from time to time. The Examination Committee of the college conducts all the internal and external examinations in the college. Each academic department conducts the Sessional Examinations for their respective major papers and the Examination Committee organizes examinations for the general papers centrally. Sessional Examinations conducted by the Examination Committee are compulsory for the students and marks obtained are added to the Final Examinations marks. For unsuccessful students and those students who have not been able to appear in the Sessional Examination for some genuine reasons

and inform the authority in writing with convincing documents, are given chances to reappear in their concerned re-examinations to improve their performance, or otherwise, they are allotted home assignments on the concerned subjects.

The college organizes Orientation Programmes for the newly admitted students in the beginning of a new academic session, to make them acquainted with the various rules and regulations of the college including the examination systems. Examination Committee conducts all the examinations as per the Academic Calendar of the college following the general timeline in the Academic Calendar of Gauhati University with prior notice and information to the students. These examination notices are displayed in the departmental and college notice boards, in the college website and also in Principal's official WhatsApp Group.

Questions are set generally from the portions that have already been covered and discussed in the class with options to attempt from. Faculty members discuss about the performances of the students in the papers pointing out the flaws and highlighting the positive aspects of their answers. Teachers take care that mistakes are not repeated again and the students can improve their answers. Practical Examination and Viva Voce are also conducted and marks are assigned on the basis of the performance of the students. Results of all the internal examinations conducted by the college are duly intimated to the students. Teachers can assess the students and guide them according to their interests and capabilities for continuous improvement in teaching -learning and evaluative process.

The Internal Quality Assurance Cell (IQAC) of the college regularly monitors the feedback system on different academic matters including on the mechanism of internal assessment with the help of the Feedback Committee. The college organizes PTMs and feedbacks from the guardians are also collected. The guardians can approach the departments and faculty members any time to know about the progress and performance of their wards and about their regularity in attending college.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

The college puts in much effort to make the internal evaluation system transparent and robust.

The Examination Committee of the college conducts all the internal examinations according to the schedule given in the academic calendar of the college. The dates and schedule of various sessional and internal examinations are displayed well ahead of time in the departmental and official notice boards of the college. Generally, the college office deals with the grievances related to the Final Examinations. The students are to apply in a proper format for such type of grievances with the help and guidance of the concerned teacher and the college office. Subsequently, these grievances are forwarded to the affiliating

University or concerned authority for proper solutions and rectifications.

An Examination Committee is constituted every semester with the Vice Principal as the Convenor assisted by the other members of the committee. The committee works for smooth and easy rectification of all the examination related problems of the students and also issues related to the sessional examination and its marking in the college.

Students are free to approach and interact with the teachers of respective departments to resolve any grievances regarding internal examinations related issues.

Each academic department of the college resolves the grievances related to sessional examinations in their respective subjects. Unsuccessful students and students who fail to appear in the sessional examinations on genuine ground, are allowed to re-appear in the re-examination, against application, conducted by the concerned departments or are allotted Home Assignments in the respective subject. The faculty members of the college always clarify the doubts and enquiries of the students on any academic matter. The departments share the marks of the sessional examinations with the students and guardians to maintain transparency in the teaching- learning and evaluative process of the college.

All the information regarding the internal examinations and internal assessment are communicated to the students through the departmental and official notice boards, which provides transparency to the internal examination system in the college. The respective departments, based on the need of weaker students, take subsequent remedial and corrective measures. Evaluated answer scripts and assignments are discussed with the students after grading and grievances are addressed suitably. Total attendances of the students in the class are also notified through the notice boards to the students and any case of grievances related to marks allotted for attendance can be resolved efficiently. Apart from these, students also have the freedom to approach the Principal directly with regard to any grievances.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Dhubri Girls' College, Dhubri, as an affiliated college under Guwahati University has been following the broad framework of the curriculum of the Three-Year Degree Course Semester System since 2011 and the Three-Year Degree Course CBCS starting from the Academic Session 2019-20 for undergraduate major/honours and general/regular programmes in both Arts and Commerce Streams as designed by the Affiliating University. Every academic department of the college has respective routine activities for delivery and implementation of the curriculum as designed by the parent university. The results of the final

semesters are displayed in the website of affiliating university. The sessional examination performances of the students are discussed with the students.

The meetings of the Academic Council are regularly held in the beginning and middle of each academic session to discuss different academic matters and the progress of each academic departments of the college. The Principal of the college regularly holds meetings with the Heads of the Departments to discuss different academic matters of the college.

The college adopts different mechanism and practices to communicate the course outcome to all the stakeholders of the college. The main objectives of such mechanism and practices are to provide the students and the teachers a clear and comprehensive idea of the concerned courses in connection with the teaching learning process and to formulate measures for rectification if necessary. The main features of “Programme Outcomes” (POs) and “Course Outcomes” (COs) of every department are displayed explicitly in the college Website (<https://dgcollegedhubri.org/>).

“*Mayetri*”, the annual magazine highlight the students writing skill and research outcome by reflecting their achievement in academic and other allied fields.

The learning outcomes are communicated to the students through each academic department of the college.

The IQAC of the college also acts as a platform for communication of the Programme and Course Outcomes to the teachers and for review.

Feedback formats prepared for students, parents and alumni reflect the course outcomes of the college.

Course Outcomes:

The affiliating University prepares the syllabi for all the programmes of the undergraduate level. But, the college designs the teaching learning modules with the following course outcomes:

- To have fundamental knowledge and understanding of the course they pursue.
- Various teaching-learning techniques and methods are used to help the students for comprehending the subjects.
- To develop different skills to appreciate various social issues related to their subjects.
- To become familiar with the various modern techniques of teaching- learning and evaluation process.
- The courses also intend to enhance the employability skills of the students.

To broaden the scope for higher studies of the students.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The college regularly evaluates the attainment of Programme Outcomes, Programme Specific Outcomes and Course Outcomes primarily on the basis of the performances of the students in formative and summative assessment in the courses. The evaluation is done by the following methods:

- All the results of the external examinations conducted by the Affiliating University are considered as primary measures to assess the Programme Outcome and Course Outcome. The Programme Outcomes are measured on the basis of the marks obtained by the students in the concerned external examinations.
- The sessional and other internal examinations conducted by the college as per procedure prescribed by the affiliating university help to observe the specific knowledge and skills of the students. Such type of assessment of the students is done on the basis of marks secured in the respective internal examinations of the college.
- Viva voce and practical examinations in certain subjects are important tools to measure the learning outcomes.
- Field Visit and Case Study Reports, different academic project reports prepared by the students, act as tools to measure the learning outcomes.
- The students are assigned home assignments on particular topics to measure their knowledge, understanding and skills.
- The departments organize departmental seminars, group discussions, talks, workshops, subject oriented quizzes and debates etc. to assess the programme outcome and course outcome.
- Feedbacks taken from the parents/guardians, alumni, students, on syllabus and the teachers is one of the significant methods of assessing the teaching – learning and evaluation system of the college. The feedback mechanism provides inputs on teaching-learning drawbacks, limitations and constraints and strength of the faculty members.
- Parent- Teacher Meets are organized regularly by the college and also by the academic departments individually to review the teaching- learning and evaluation process.
- The college has a Career Counseling Cell to resolve various academic and psychological problems, to help attain programme outcomes and to offer proper guidance to the students on various career options.
- The college conducts mentoring classes to assess the performance of the students, which act as a method of indirect assessment strategy.
- Records of students' progression also serve to measure the attainment of programme outcome in the college.

The whole teaching learning process in the college can also be assessed on the Annual Alumni Day of the

college on 31st May every year. The gathering includes alumni who are being able to establish themselves in various walks of the society, as college or school teachers to the Defense sector; from the exclusive world of Modeling, Acting and Beauticians to National and International Sports personalities. Some of the alumni members are in active politics and some others passionately involved in social services and creating “Blood Donation Group” to assist anyone in distress.

These are the examples of students transforming learning into practical way of life, finding the best way possible with one’s individual capacity and making a livelihood out of it turning into socially responsible citizens, justifying the proper outcome of teaching –learning.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 86.89

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
230	234	248	259	245

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

2020-21	2019-20	2018-19	2017-18	2016-17
276	270	283	290	280

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.58

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.2.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
13	13	13	12	12

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response: 2****3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.2 Research Publications and Awards**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response: 0****3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response: 0****3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.3 Extension Activities**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The various types of activities taken up by the different committees and cells of the college have been expected to provide a learning platform to the students of the college with regard to their holistic development as aware and sensitized human beings in today's complex world. The connection with society teaches them to be accountable as social beings. The various training programmes on career counselling, personality development, participation in competitive events, talent search events, cleanliness drives, rallies on cultural and social issues have very deep productive outcome as expected on those who participate. Similarly, participation in College Elections, sports activities, attending events on gender issues and on child abuse (POCSO ACT) is expected to provide them with the needed perspective on those issues to be aware of them and to deal accordingly in life as conscientious citizens. Scout and Guide and NSS programmes train the students by making them aware of the nationalistic canvas and the duties and responsibilities they bear to live in and serve the country as worthy citizens. Our NSS and members from Scout and Guide, by serving society in the neighbourhood as volunteers in various social events (Durga Puja, etc.), have gained the needed experience to be accommodative and contribute towards a healthy social interaction from their early years as youth.

Regarding social upliftment of the neighbourhood, teachers of the college have involved themselves by taking classes in the nearby schools and in the adopted school from time to time. The extension activities at the adopted school and in the nearby areas have been done as attempts at contributing to the wellness of the schools and the areas as a whole. The budding school students have been encouraged to take part in learning activities and profit from that exposure. As part of that service, the college has been organizing self-defense classes for the nearby students since a long time now. The school children are encouraged and guided to take part in the significant events of the college like book fairs and attend informative lectures on environment issues held at the college as part of celebration of Environment Day.

The yearly speech and drawing competitions held among the college students on the occasion of the National Vigilance Awareness Week, have also added to the boosting of confidence in them, mostly on public speaking.

Also, in Sports, as part of activities in College Week and otherwise, students have shown much success.

These activities are an indication of their spirit of teamwork and zest.

Programmes on cyber-crime and substance abuse have been organized with the specific concern for the students to be sensitized.

The goal is that of influencing and inspiring the students to participate in positive activities, which would prepare them with inner strength to face the diverse challenges as they face in life and to enhance their skills so as to become productive contributors in building a better tomorrow for society and the country as a whole.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 2

3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
02	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 13

3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
05	03	01	02	02

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 41.47

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
931	337	110	300	315

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 15

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	02	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

There are 14 nos. of well-lit and ventilated classrooms. These rooms consist of (i) 3 halls approximately (800 to sq.ft. to 1000sq.ft.) with capacity of average 120 students, each (ii) 05 numbers of rooms (150 sq.ft.to 200 sq.ft.) with capacity of 40 students each, (iii) 01 class room (300 sq.ft. to 375 sq.ft.) with capacity of 80 students. and (iv) 05 rooms (175 sq.ft to 200 sq.ft.) with capacity of 30 students each and (v) 01 Room (300 sq ft. to 350 sq ft.) with a capacity of 80 students used for IT classroom. Out of the above mentioned 14 numbers of rooms used for conducting classes 1 medium size room used for Teachers common cum Conference room and 11 small size rooms for each Department, 01 room for Science lab and 01 room for Dark Room. There are 02 (two) (totaling of 16 rooms) smart class rooms, well equipped with LCD projectors and smart boards, dias stage with microphone facilities, thereby making both teaching and learning experience innovative and interesting. 1 room out of the 02 smart class rooms, apart from being used as class room is also used to hold seminars, workshops for small groups and is also used for departmental activities. Out of the 3 halls, 2 numbers apart from being class rooms are also used as make shift Multi-Purpose Hall and used for general meetings, official functions, seminars, workshops and cultural functions etc. In addition to the 15 numbers of class rooms, there is one Digital Conference Room for conducting seminars and workshops. There are also two medium-size conference rooms, one inside the library, one for reading room, discussions and library related activities too. Besides, there is separate Administrative room and office room. ICT enabled and well equipped large size room is allotted for IQAC. Attached to IQAC Room there is one office room for the study centre for KKHSOU, Krishna Kanta Handiqui State Open University, Guwahati.

All the classrooms are equipped with good quality desks, benches and boards. In addition, there are two sets of portable projectors with screens which are used in different class rooms as and when necessary. There are 11 departments in the Arts Stream and 01 in Computer Science Department. All the departments are provided with computers. Wi-Fi facility is available in the office and IQAC Room at present. Library has a separate Broad Band Internet connection. There is one Psychological Laboratory in the department of Education with adequate apparatus. In addition, there is another Computer Laboratory in the college with 20 nos. of computers.

In addition there is a Computer Centre (Add on) newly introduced from which Students can learn basic computer course at the college Computer Centre against nominal fees. The college also has a well-stocked and well-equipped library with spacious well ventilated reading room. There are 05 numbers of computers having Broad Band Internet connection; 03 out of these are exclusively for students. In addition to the main library, each department has its own departmental library also.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

Facilities for Games and Sports

1. Indoor Games

Dhubri Girls' college, Dhubri uses Girls' Common Room and the Large Hall as Indoor Sports Complex. The Sports Complex has adequate facilities for various Indoor Games which include Badminton, Carom, Ludo, Chase etc. The details of facilities and equipment are stated below:

1. Badminton Court - 1 number
2. Badminton Racket- 8 number
3. Carrom Board- 2 numbers
4. Ludo – 4 numbers
5. Chase- 4 numbers

2. Outdoor Games:

Dhubri Girls' College, Dhubri facilities for various outdoor games and sports facilities in the playground of Police Reserve (Hired) as and when necessary where Cricket, Different Races, and various athletic sports are held during college week and inter college competition period in the playground.

Available Equipment for Athletics

1. Javelin - 1 number
2. Shot put - 1 numbers
3. High Jump Frame - 1 number
4. Discuss - 1 number
5. Tug of War Rope - 2 sets.

1. Gymnasium Equipment:

2. Treadmill - 1 numbers
3. Dumbbell -6 numbers having different weights
6. Barbell – 01 number
8. Chest and Back Machine (Multi gym, Butterfly, All in One) -01 number
13. Push up – 02 numbers

Facilities for Yoga Centre

There is adequate space for practicing Yoga in the Sports Complex and there are 20 numbers of Yoga Mats in the college.

Facilities for Cultural Activities:

For conducting various cultural activities, the college uses the large hall (Room No.9) a Multi-Purpose Hall for indoor programmes and the open field (Inside Campus) for outdoor programmes with large number of students. Various activities like Freshmen Social, Annual College Week, and Alumni Meet functions are held annually. A group of selected students (Selected by Students Union) take part in the cultural programme and competition held alongside the North-Eastern Zone viz. Inter College Competition, Youth Festivals in Gauhati University, Guwahati every year. The students are encouraged to participate in various competitions and programmes both inside and outside the college for better exposure and growth. The College Cultural Development Committee encourages the students to take part in various cultural activities and arranges and conducts programmes with the help of the members of the Students' Union and monitors the activities too.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 7.69

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 31.72

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
12	45.28	16.9	15.49	18.25

File Description	Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)**

Response:

The library of Dhubri Girls' College, Dhubri was established in the year 1983. The institution has a well furnished separate building with good library facilities with collection of more than 15,199 (Fifteen thousand One Hundred and Ninety Nine) books, journals and magazines. The Library is a well equipped library with computerized network through SOUL 3.0 Software and internet with Wi-Fi Facilities along with college components of e-Shodh Sindu consortium with access to 6000+ journals, 1,99,500 e-books under N-List and 6,00,000 e-books through NDL. Reference books are also kept separately from text books section. In addition to circulation service the library provide internet browsing, photocopying service etc.

Old question papers are kept in hard copies.

The Library is not Automated yet. The SOUL 3.0 is installed recently. Data entry work is started.

The college library comprises with a Books Lending Section, computer Centre, reading rooms and conference hall. The Computer Centre have 4 Computers, Reading room capacity is 60 and conference hall capacity is 50.

Books are classified using DDC system. Accession register is the heart of the library; its entry is based on the suppliers' bill based on single entry maintained on date and year wise.

Reading materials which includes texts, references, rare books, special collection of books on different subjects are the main resources of the library.

Journal, Accession register are also available. Materials accession register also available.

Members: Faculties, Students' staff and a few outside members are main users of the library.

- Each person who wants to avail the library facility is treated as a library member.
- The members are bifurcated into staff, students and others.

Generating ID cards

ID card can be generated for students and staff. Generally, for outside readers, library card is not issued. They can utilise our resources but not allowed to borrow books. Through this ID card, members can easily enter inside and borrow books. Student can borrow 2 books at a time for one week, Major Course Students can borrow four books for a maximum period of fifteen days.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.88

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.12	2.15	3.32	2.54	1.27

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 2.62

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 23

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Dhubri Girls' College, Dhubri continuously updates its IT facilities at regular intervals by installation of new computers, creation of Smart Class Rooms, Introduction of LMS System etc. The college has increased the availability of computers from 04 numbers in the year 2016-17 to 31 numbers in 2020-21. New computers were installed in departments, college library, and office etc. 16 numbers of computers with original Microsoft Licensed OS were installed in the computer science department in the year 2018. Anti-Virus software are also installed and renewed time to time. The college has started automation in Library with the financial assistance received from College Development Fund. The library has updated its Library Software SOUL 3.0. An Internet Zone has been created inside the Library for the benefit of students, teachers and other library users. Institutional Digital Repository N-LIST e-resources Software programme, maintained by INFLIBNET, is also being used for the betterment of Library. Two numbers of Smart Classe Rooms have been created newly to facilitate teachers and students with modern day teaching-learning experiences. College website has been updated to accommodate more dynamism to meet the requirements of NAAC, DHE and Government of Assam. Online forms and college prospectus, important notification of events, tenders are made available in the Website from time to time. IT systems were upgraded to facilitate Online Admission and the processes of Form Fill-up for the Final Examinations of Guwahati University. The college has created Wi-Fi facilities to students and staff fully. All departments, IQAC Room, Library, and Computer Centre were covered with the Wi-Fi facility. The entire college campus is provided with CCTV cameras. Most of the class rooms, office rooms and examination room along with examination zones in particular are CCTV surveillance for high security.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 36.61

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** A. 250 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 53.68

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)

2020-21	2019-20	2018-19	2017-18	2016-17
32.87	32.81	39.31	44.78	7.95

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The College has policies and procedures in place for purchase of assets, maintenance of day to day physical, academic, support facilities for total infrastructure including laboratory and library. However, in case of emergency situations where there is no time to observe necessary formalities, the head of the institution may use his discretionary authority. Beyond this, for any kind of purchase or maintenance of any infrastructural facilities, equipment etc. competitive bidding is called for and necessary tender formalities are observed. Information about tender is publicized through the college website sufficiently ahead of time. For any kind of purchase or maintenance of any gadget requisition is submitted to the Principal by the concerned department or cell. The Principal then arranges for the requisition on a priority basis. The Purchase Committee of the college is formed with approval from the Governing body consisting of the Principal as the Chairperson, a Coordinator from the teaching staff and members from both teaching and non-teaching staff. In all such matters approval of Governing Body is mandatory. The Purchase Committee looks after the procurement, maintenance and utilization of physical facilities. For academic purposes, the Principal constitutes an Academic Council comprising of the Principal as the Chairperson, Librarian and all the HoDs of the Departments, the Coordinator of IQAC and other committees and the General Secretary of the Students' Union as members. One of the senior teachers of the college is appointed as the Coordinator of the Academic Council that looks after the Class Routines, Prospectus, Academic Calendar, admission, attendance of the students in their class, internal examinations,

requirement of contractual teacher etc.

Maintenance of library

There is a Library Committee which is responsible for making necessary purchases as recommendations received from the departments of the college. The committee shall periodically take stock of the functioning of the library.

Maintenance of sports facilities

There is a Purchase committee for making necessary purchases as per recommendations received from the games and sports sections of the college and other empowered personnel. The committee is responsible for maintenance and up gradation of sports infrastructure and facilities of the college.

Maintenance of IT facilities

There is a Purchase committee for making necessary purchases as per recommendations received from the teaching departments. The committee takes care of IT infrastructure of the college and is responsible for timely up gradation of IT resources as and when necessary.

Student support and welfare

There are various sub committees to look into matters of support services for the students as well as their welfare. The principal is chairman of all bodies. One subcommittee takes responsible for maintenances of the canteen.

Maintenance of laboratory infrastructure

Maintenance of laboratory infrastructure and facilities purchase of laboratory equipments and other is done by the Purchase Committee of the college as per requirement sent by the teaching departments Education and Computer Science. Major constructions are supervised by the Construction Committee of the college while minor repair works are done under supervision of the concerned department.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 10.13

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
109	95	177	83	77

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 0.27

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	3	4	9

File Description

Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: C. 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 0.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 0.17

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
01	00	00	01	00

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 1.17

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 03

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	01

File Description**Document**

Upload supporting data for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**5.3 Student Participation and Activities**

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

Response: 0

5.3.1.1 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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Dhubri Girls' College, Dhubri has a very active Students' Union. It is an integral part of the college. The tenure of the Students' Union is one year. The Union consists of 9 (Nine) members with following portfolios:

- 1.General Secretary
- 2.Assistant General Secretary
- 3.Magazine Secretary
- 4.Music, Drama & Fine Arts Secretary
- 5.Sports Secretary
- 6.Debate Secretary
- 7.Social Service Secretary
- 8.Minor Games Secretary
- 9.Girls' Common Room Secretary

All the members of the Union are elected by a transparent free and fair election conducted by an Election Committee consisting of the teachers of the college. The election process familiarizes the students with the democratic value and mechanism. The student union renders service in developmental activities and other activities of the college which includes seminars, extension activities, NSS, sports, cultural programs etc.

The Student Union plans and executes activities that inculcate values relating to social and communal harmony and national integration. Besides they lead activities to nurture the talents of the students. The union acts as link between the student community and the administration of the college. They focus on building strong rapport among the students.

1. Students have representation in IQAC.
2. College Development Committee has representation from Students Union and Alumni, which give them enough opportunity to play key roles in the development of the college.
3. Grievance Redressal Cell have student representatives.
4. Committees like Anti ragging have student representatives.
5. The entire activities of NSS are planned and executed by the student committees lead by NSS Programme Officer.
6. Departmental activities are completely planned and executed by the Students.

7. College festival and Sports activities are planned and executed by the elected student representatives.

8. Annual college magazine is brought out, printed and published by the elected Student Magazine Editor.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 1.2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	0	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The college has an Alumni Association formed on 23/05/2020 with the following portfolios/ offices:

Chief-Patron: Mrs. Multufa Begum, Principal, Dhubri Girls' College, Dhubri

1. President: Dr. Anuradha Sarma

2. Vice-President: Anushmita Saha Roy

3. General Secretary: Juin Das

4. Asst. General Secretary: Jannabi Sakia

5. Treasurer: Morjina Khatun

6. Cultural Secretary: Jesmin Parvin

7. Organising Secretary: Tahima Rani

8. Office Secretary: Mampy Sha

9. Executive Members:

i. Farhina Yesmin

ii. Dipshikha Sarma

iii. Zannatul Firdusi

iv. Shehnaz Parvin

v. Makhoni Khatun

The members of the Alumni Association has been continuously rendering service for the development of the college. The process of Registration of the Alumni Association is under process.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Vision and Mission:

The college strives to promote quality education for the students by providing adequate infrastructure and facilities so as to enable them to cope up with the challenges of the society.

We cherish the vision of making this college a leading premier institution which can leave a mark in the society at large. We highlight the following mission:

Academic:

1. Promotion of healthy teaching –learning experience for the students
2. Cater to the requirement of academic enrichment of the students by promoting conduct of Career counseling and motivational talks as well as lessons.
3. Organise events to promote scholarly exchanges like interactive seminar and lecture demonstration workshop etc.
4. Co-curricular and outdoor activities
5. Publishing in wall magazine.
6. Regular interaction of students with eminent personalities.
7. Mock teaching exercise and Group discussions.
8. Educational tour and excursions.
9. To equip the library with books, journal, newsletters and its Digitalization.
10. The college strives to make library as well equipped one with latest e-journals, e-books and e-Newsletters etc.
11. To organise exchange programmes between the students of various colleges and our college, this will enable them to showcase their talents and give them adequate exposure.
12. To start Post graduate courses in every department of the college in ODL Mode.
13. To facilitate research based activities among the teachers and students.

Co-Curricular Activities:

1. To start short term courses for the development of the professional and entrepreneurial skills among the students.
2. To start a centre for performing Arts, so that the students' latent talent in this field can be nourished.

Infrastructure

1. To Construct an Indoor Stadium.
2. To Construct an Auditorium Hall having Digital Facilities.

Others

1. To facilitate the students belonging to the economically backward classes to cope up with the studies, by providing them with books, arranging tutorial classes and also providing financial assistance.
2. The college also intends to set up a museum in the campus to preserve its rare and antique collections.

Out Campus Activities

1. As part of the extension activities, the college would like to improve the facilities of the L.P. school in the adopted village Asharikandi, Dhubri District, Assam. College will also try to improve the living standard of the ethnic people of the said village.
2. NSS of the college will be given more activities to create awareness in the Adopted Village and nearby areas.

The Principal is the prime authority of the college. She is the Chairman of all administrative and academic bodies and presides over the process of framing policies with regard to the daily functioning of the college and the implementation.

Governing Body: This statutory body advises and assists the principal in all academic, administrative and other related activities of the college.

IQAC: Since its inception, the IQAC leads the academic activities of the college to bring innovations and professionalism.

Academic Committee ensures smooth functioning of the college, by taking necessary measures to address academic issues.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The Governing Body (GB) is the executive authority and exercises general supervision and control of the affairs of the college. Principal, two teacher representatives and one office staff from the college are on GB. Next level of management is constituted by Principal and Head of the Departments of the college. Principal hold regular meeting with HODs to discuss issues and various aspects of the college functioning. High-quality teaching-learning through innovative methods is emphasized for high academic achievement that is also linked with successful careers for students. The College uses alumni network and interacts with industries, government and non-government organizations for training students in career planning, internships and placements. Appropriately adapting and responding to changing academic and societal environment is a key to the functioning of Dhubri Girls' College, Dhubri at all levels. The staff and administration work zealously to comprehend and articulate rapid changes in the academic structure & functioning of the College. New infrastructure and equipment, training of staff etc. have been facilitated for successful implementation of new systems in the college. Excellence is also promoted by honoring deserving students.

College Union, the unique body representing students which is democratically elected, acts as a link between student community and administration of the college by bringing various grievances and related matters of students from time to time.

File Description	Document
Upload any additional information	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Apart from the academic and administrative buildings which include classrooms, office room, Principal chamber and other related facilities, the college seeks to augment its infrastructure to provide more facilities for student hailing from diverse regions. The college plans to provide facilities like, Play Ground, Digital Auditorium, Digital Library etc. The college has also requested for new generation courses which will be open gateways of knowledge for students from the under developed lower income groups at affordable costs. In addition to the existing UG departments, the college plans to add more departments along with PG programmes in (ODL Mode) to offer various new generation programmes that would be included in the NEP 2020.

The following aspects are considered for inclusion in the plan

1. Achieve Academic Excellence through holistic development by focusing on practical learning and teaching and introduction of new courses.
2. Human Resource Development through capacity building, attracting talented pool of faculty members and encouraging internship for faculty members.
3. Infrastructural development to cater to the needs of the additional emerging new courses.
4. Promote Research culture by organizing seminars and conferences, encouraging participation of faculty members in conferences and seminars organized by various professional bodies and development of products to cater to the needs of the industry.
5. Community Oriented projects to be undertaken in the adopted areas as well as identify areas for future projects and undertake them in the adopted areas and local community.
6. Social sensitization among students on various issues and empowering them to become a socially responsible citizen.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

ORGANIZATIONAL HIERARCHY

Governing Body is the apex advisory body that takes all the policy decisions regarding the College.

The College is governed by this body formed as per the provisions of The Assam Provincialized Colleges and Assam Non- Govt. Colleges Management Rules, 2001 as amended from time to time (the latest being in 2018). The Governing Body is a permanent body even though some of its members are changed at particular intervals like 01/02/03 years. The President of the GB is nominated by the Department of Higher Education, Govt. of Assam for a period of five years. Two members are nominated by the Vice Chancellor of the affiliating University, namely Gauhati University for a period of 3 years. There are two teacher representatives in the GB nominated from among the teachers and two members from non- teaching staff of the College for a period of 1 year. The Librarian of the College is special invitee to the GB. Besides, the local MLA is also an invited member to the GB. There are three guardian members in the GB. The

Principal functions as the Secretary of the Governing Body.

IQAC is leading all the activities related to formulating quality parameters and monitoring the academic and co-curricular activities to ensure high standards.

At present the following Committees function under the overall supervision of the Principal:

Examination Committee:

The committee conducts Internal and External examination including project and viva and final examination per semester as per the norms of the Gauhati University and maintains all the records pertaining to the examinations.

Magazine Committee:

It publishes an annual magazine "Maytri" which includes selected articles written by students and special articles written by members of the staff. It also highlights the report on all the annual activities of the institution. Guest writers article are also invited for the Magazine.

Discipline and Anti-Ragging Committee:

The committee headed by Principal and supported by NSS, NCC makes an effort to maintain discipline in most of the academic and extracurricular activities of the college.

Grievance Redressal Cell:

The objective of the committee is to address the problems that arise in the day to day routine of the students relating to their academic and personal activities.

Academic Committee:

It highlights the very important information about the college, academic activities with respect to vision, mission, objective of the institution, supporting activities available, Courses with subject combination, Add on courses, Admission procedure with fee structure, college, office and library timings, internal assessment, attendance, rules framed about the maintenance of discipline in the college campus including dress code and behavior.

Admission Committee: The committee conducts admission procedure for each academic session.

Library Committee: The committee prepare plan and programme for the entire development of the college library.

Other Cells and Committees: There are various other Cells and Committees in the college to look after different aspects of the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Being a government provincialized college, Dhubri Girls' College, Dhubri has all the welfare schemes provided by the government for the employees. In addition, the college also has its own welfare measures for its staff.

Response: All employees in the college are covered under contributory pension scheme (NPS). Incumbents will get the benefit immediately after their retirement.

Insurance Schemes: All employees have to subscribe to insurance schemes namely Group Insurance Scheme. In addition to the facility to avail of loan, incumbents will receive maturity amount that will be paid at the time of retirement.

Medical Allowance: Under this scheme, all the employees get a fixed amount every month.

Academic Leave: All employees are eligible for Academic Leave to attend professional development programmes like seminars, conferences etc.

Earned Leave: All employees are eligible to avail of Earned Leave to attend some urgent needs.

Maternity leaves: Women employees are eligible for maternity leave for a period of six months.

Child Care Leave: All women employees can avail CCL for a period of 2 years.

TA: All employees are eligible to avail of Transport Allowance for official journeys.

College Supported facilities:

Departmental Common Room: Each Department is allotted a separate common room to execute the Departmental activities with ease and comfort.

Canteen: Provides homely food at reasonable price for the college community.

Ladies Room: Female staff members have special ladies room to provide them secure and private place in the campus. It has necessary facilities.

CCTV- The entire campus is under surveillance camera, and it ensures the safety and security of the college community and their belongings.

Recreational facilities: The college provides simple recreational facilities like carroms, badminton, Chess, etc. to the members of staff.

College Teachers Unit: This acts as a platform to ensure fellow-feeling, togetherness and mutual support among the members of staff. The Unit organizes various creative and entertainment activities. A few of them are: Get-togethers, Joining parties/ placement parties etc. honoring higher achievements of the staff member.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 0

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 10.02

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	5	4	7

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Our college maintains performance appraisal system as per the provision made by the University Grants Commission for evaluating academic administrative and social responsibilities of teaching and nonteaching staff. Evaluation is made as per PBAS format that are provided by the UGC and Higher Education Department, Government of Assam. Teaching members submit their performance in the PBAS format at the time of their promotion. The entire activities of the teaching are scrutinized by the coordinator of IQAC under the supervision of the Principal and place the same before the screening/ selection committee recommendation by the Gauhati University.

The college authority also observes the activities of the institution and guides for further improvements. The Principal interacts individually with the students whether their performance requires improvement and necessary guidance is given to the concerned department regarding teaching techniques and skills.

Feedback: Regularly collected feed backs from all stakeholders play an important role in evaluating the performance of various academic /non academic segments of the college. Corrective measures are taken to address.

Academic Committee Successful implementation of syllabus is ensured by the following system.

Portions are allocated by the HoD to the teachers.

Teacher keeps daily record of teaching-learning process.

The progress is timely monitored and reviewed at department level meetings.

Portion completion reports are collected at the end of each semester.

All these activities are supervised and their timely implementation is ensured by the College Council /Principal.

Individual Assessment: Additional tasks, charges, duties etc. are given to faculty members considering their capability, aptitude and interest. At the end of each year individual performance with regard to such tasks are informally evaluated by the Principal. This evaluation is used as the Appraisal Report during the time of promotion by the Principal.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college has been conducting internal audit for its receipts and expenditure. At the end of every financial year internal financial audit is done by Chartered Accountant appointed by the college authority with the approval of Governing Body. External audit are also tried to conduct regularly. However, due to lack of auditor even after placing request to the concerned higher authorities, auditors are not deputed in time and in such cases external audit remain pending for some time. The report of both internal and external audit is placed before Governing Body for discussion and approval. Audit Reports are discussed in the Governing Body meeting and mechanisms are sorted out to settle the recommendations as suggested by CA. As per the rule these reports are kept ready for sending to the director of Higher Education Government of Assam.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The college applies definite strategies for proper utilization of funds. The college adopts decentralization process by constituting a construction committee consisting of faculty members headed by President of

Governing body and the Principal and Secretary of the college respectively for the utilization of the fund. The committee not only decides viability of any work for both repair & maintenance work and new projects but also actively participated by all the members in the entire construction works so that entire resources of the college is fully utilized . Fees amount is collected by the institution from the students as per the direction of the university and the government. The same amount is utilized as per the prescribed set of norms.

The college authority submits various proposals to meet the requirements of funds for various purposes i.e., for construction of new building, upgradation, renovation and repairing of class room, office, library, hostel, digital class room, purchase of books, other basic infrastructure. The major sources of funds are from the Central Government. through UGC and RUSA. The college also regularly applies for funds to these sources as per schemes available. The financial grants received by the institutions are utilized according to the proposal and instruction of the funding agency and utilization reports are submitted by the institution within the stipulated time to the respective agencies. The funds required for the salary of permanent employees is provided by the state Government. The major source of internal resource mobilization of the college is the fee received from the students in the form of admission fee, examination fee etc. However, the state government announced free admission for students under BPL Category since 2018 & for free admission for all students in 2020.

Besides, the college also earns some resources as rent by allowing its infrastructure to be used by Govt. & non-Govt. organizations like Railways, APDCL, NEET, APSC, POLICE DEPARTMENT etc. for conducting selection examinations on Sundays and holidays. However, it was decided that a fixed 10% amount out of the total expenditure is to be earned as rent for allowing the use of college infrastructure since 2019. Again, the college centers of the KKHSOU pay annual fee for using college infrastructure for conducting the courses and holding of examination. The college also generates fund by depositing the remaining amount in the General Fund after all dues for conducting the Final Semester Examinations of the college. The college uses the major portion of internally generated fund for payment of salary to non-sanctioned employees, guest teacher and other non-teaching staff. The resource mobilization and utilization matters are first discussed in the GB meeting and after the GB approval; the Principal takes the necessary steps for its implementation. Again, the generation and utilization of college resources are reflected in the Annual College Budget, which is prepared before the commencement of every financial session of the institution since 2019.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The IQAC has been actively working in the college since 2014. It has developed as an integral part of the college in planning, monitoring and executing all quality related academic and society related matters. It formulates strategic plans covering all important areas of the college for quality enhancement.

Academic Initiatives

Felicitating the creation of learner centric environment conducive to quality education.

Active learning to promote/incorporate strategies in our curriculum and transform classrooms into exciting dynamic learning environment.

To encourage effective collaboration (especially in case of large classrooms) small group discussions/ peer to peer discussions be organised.

Arrangement for feedback response from students, teachers, alumni and parents on the institution and curriculum. Based on the feedback obtained, faculty members who are on the Gauhati University's Committee of Courses and Syllabi (CCS) provide inputs for curriculum revision. The feedback on teaching, which is essentially formative, is communicated to the individual teachers.

Development of mentoring system which promotes teacher student interaction and helps in measuring the learning levels of the students to some extent and maintaining the records.

Organization of in-house Faculty Development Seminars, Talks, and Workshops on quality related themes.

Commemorating Various Special Days:

To imbibe nationalistic feeling and develop awareness and respect towards local and national culture among the students, IQAC of the institution has initiated observation of various important days related to important personalities and of national significance such as Bhupen Hazarika's Birth Day, Rabha Divas, Birth Day of Lakshminath Bezbarua, Independence Day, Republic Day, World Sanitation Day, National Khadi Day etc. Each department and Committee have been assigned by the IQAC to observe at least two days of national or international importance. Besides, International Yoga Day, World Environment Day, International Women's Day etc. are observed by all the departments. All the committees, cells and bodies have also been provided with activity proceeding books to keep records of meetings and different activities, events and functions organized by them, with comments and signatures of the guest person.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental

improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC has been playing a crucial role for the development of teaching and learning process since its inception on 2014 .the IQAC has been taking the steps for the faculty members and the students –

For the faculty members:

1. Support has been given to the faculty members to undertake research work for the benefit of the students and society at large.
2. Encourage faculty members to use ICT based teaching learning process
3. Prepare academic calendar for the college at per with the academic calendar of the university
4. Organized meets to analyses examination results and to find out the root cause of lacunae and find out positive solutions
5. To documents the API scores of faculty members

For Students:

1. Organizing events /programs for students keeping in mind the specific and general needs of the students
2. To monitor the progress of the students over the semesters.
3. Analyze the examination results and the same is forwarded to the guardians of the students through parent teachers meets.

IQAC also communicates recommendation in academic matters to the Academic Committee for implementation. Planning Committee which is also a unit under the IQAC plans and coordinates on academic initiatives and research initiatives:

Academic Initiatives

Felicitating the creation of learner centric environment conducive to quality education.

Active learning to promote/incorporate strategies in our curriculum and transform classrooms into exciting dynamic learning environment.

To encourage effective collaboration (especially in case of large classrooms) small group discussions/ peer to peer discussions be organised.

Research Initiatives

Project based learning.

In dept laboratory experiments.

Presentations

Arrangement for feedback response from students, teachers, alumni and parents on the institution and curriculum. Based on the feedback obtained, faculty members provide inputs for curriculum revision. The feedback on teaching, which is essentially formative, is communicated to the individual teachers.

Development of mentoring system which promotes teacher student interaction and helps in measuring the learning levels of the students to some extent and maintaining the records.

Organization of in-house Faculty Development Seminars, Talks, and Workshops on quality related themes.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

The college is a single gendered (Women) educational institution which gives high thrust on gender equity programs. Gender issues and gender equity have been a sensitive point of awareness for students and it has been included in their curriculum as following:

A paper on Women's Writing is offered to the students of B.A. 5th Semester English Major. Two papers on Women and Politics are offered by the Department of Political Science in B.A. 5th and 6th Semester Major Courses. Another paper on Feminism is offered to the students of B.A. 2nd Semester Honours Course under CBCS System by the Department of Political Science. Department of Education has one paper in B.A. 3rd Semester Major Course with a unit on Education for Women's Equality and Empowerment. One paper on famous woman character Chitrlekha is taught in B.A. 5th Semester Hindi Major Course.

The college has many committees such as Women's Cell, Extension Education Cell, Student's Discipline and Mentoring Committee, Students Welfare and Self-Empowerment Committee, Information Career Guidance Cell, Cultural Development Committee to organize and conduct programmes on gender issues. These committees keep close eyes on gender equity and sensitivity, empowerment of women, safety and security of girl students and the women employees of the institution. The Women Cell and Study Centre organizes awareness programs, exclusively for women, on women and child health care, legal awareness programmes for women in the nearby localities as well as within the campus. A committee has been formed as Sexual Harassment and Internal Complaint Committee to look into any gender related issues in the institution. However, it must be mentioned here that no serious complaint of this nature has ever been lodged so far.

In the Students Union Election girl students are encouraged to contest in different portfolios that resulted their growth in political field. Its worth mentioning that students politics has lead our students into outfield political participation. College is motivating girls students in cadets and Scout and guide. Students of our college are recognized by NSS and their performance. Self Defense Training Programmes have been conducted for the benefit of the girls students which is praise worthy.

The college has separate common rooms and toilets for girls where sanitary napkin incinerator is recently installed in the girls' hostel and free distribution is provided for hygiene.

Campus hostel is available for girl students with safety and security (24x7 CCTV surveillance, boundary wall with gate, security person, warden etc.). It gives opportunity to the girl students, residing in interior and far-off places to fulfill their dreams of achieving higher education. Besides, different counseling programmes have been organized for the girl students from time to time.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

ste management:

The waste product of our institution are disposed in the colour coded Dustbins installed in the College for

the waste disposal for bio degradable and non degradable waste.

Liquid waste management:

The Liquid waste in our College is from toilets and the waste food from the kitchen and canteens. Liquid waste from Toilets are attached with scientifically constructed septic tanks. Other Food waste from kitchen and Canteens are deposited in a mud pitches which are covered. All the water waste are connected to the main drain outside the campus which is maintained by Dhubri Municipal Board.

Waste Incinerator:

Non-degradable, but non recyclable waste is burned in the incinerator installed near the toilet block. This is an ecofriendly incinerator.

Waste recycling system-

In addition the college utilizes the possibility to recycle waste in the following ways:

- 1) All used papers in the college office, Departments etc. are collected, reused if possible and sold to the scrap dealers.
- 2) Plastic bottles and other plastic waste are collected in the “plastic collection bin” inside the campus. The college NSS unit utilizes them for gardening, etc.

All E-Waste products are collected/ stored in the E-Waste collecting Almirah as and when required.

File Description	Document
Geotagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**
- 5. Maintenance of water bodies and distribution system in the campus**

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

Response: D. 1 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1. Built environment with ramps/lifts for easy access to classrooms.**
- 2. Divyangjan friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: E. None of the above

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Our college is located at the heart of the town where all students irrespective of rural and urban are coming for higher studies which has an exemplary history of communal harmony. The college continues to take efforts to maintain this harmony in all kinds of activities being held. The college community comprises people from different religions like Hindu, Muslim and Christian, belonging to different regions, and different socio economic strata of the society.

The college advocates an inclusive culture by organizing the following:

Religious festivals: Occasion like, Saraswati Puja and Bihu are celebrated by arranging colorful programmes. Such programmes are organized by NSS, Student Union, etc. Various competitions, cultural programmes etc. are a common component of these programmes. Feasts for all are arranged for all such celebrations.

Inclusion in Bodies: The college does not have any discrimination based on caste /gender/ religion/ culture/ linguistic background while forming, electing or nominating members to any official or non official bodies.

Admission: The admission norms are framed in such a way that promotes inclusion of students across all segments like, economically backward sections, SC/ST/OBC etc.

Days Observance: Specific Days like Independence Day, Republic Day, Gandhi Jayanti, Yoga Day, Teachers Day, Constitution Day, National Education Day, Women's Day, Voters Day, etc. are observed with various activities.

Efforts have been made in the last few years to address a few issues to establish strong bonds with the community. Programmes are planned according to the need of the local community especially marginalized group. The College has adopted a village named Asharikandi in the Dhubri District. Efforts has been made to improve the living condition of the people through a number of awareness programmes on diverse issues such as Swachhata Aviyan, health and nutrition, women empowerment etc are arranged. NSS units take the initiatives in carrying out various community works. Some programmes are organized in collaboration with the local NGOs.

File Description	Document
Any other relevant information.	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Our College undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligations: values, rights, duties and responsibilities.

Induction Programme:

The college regularly organizes induction programmes for newly admitted students of 1st SEM UG. It has a systematic mode of conduct. A prominent segment of the programme deals with inculcation of values, duties and responsibilities.

Physical Involvement: As a part of materializing the inculcation of duties and values, the college NSS actively conducts various programmes. A few of them are given below:

1. Swachata Aviyan
2. Free Distribution of Sanitary Napkin.
3. Plantation Drive.
4. Extention Programmes in the Adopted Village.

Days Observance:

The college regularly observes days like Independence Day, Republic Day, Gandhi Jayanti, Yoga Day, Teachers Day, Constitution Day, National Education Day, Women's Day, Voters Day, Environment Day, Youth Day, Swachata Day, Rashtriya Ekta Diwas, Children Day, etc.

Cultural Programmes:

The College regularly conducts, Saraswati Puja, College Week, Annual Day and Freshmen Social Programmes to hunt the talent among the students in various fields like sports, Culture etc.

File Description	Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: D. 1 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

International Women's Day celebrated each year in the college campus on 8th March, 2017. On the occasion of Constitution Day 26th November, Political Science department organized Quiz Competition on Indian Constitution among the students. Each Year College celebrates International Yoga Day on June 21st. College in association with District Tobacco Control Cell, organized an anti tobacco awareness lecture on 20th December, 2021. A presentation on the detrimental effects of tobacco use was made by Dr. S.M. EmdadUllah, District Joint Director of health services.

In earlier years the NSS unit carried out several training programmes for students and social activities like Tree Plantation, Swachh Bharat Abhiyan, and Drug Abuse Awareness campaign etc. Apart from the above, the college regularly observes days like Independence Day, Republic Day, Gandhi Jayanti, Voters Day, Teachers Day, Environment Day, Swachata Day, Rashtriya Ekta Diwas, Saraswati Puja, College Week, Annual Day and Fresher's Social Programmes etc.

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:

1st Best Practice

Title of the Practice –

1. Library Orientation Programme.

Objectives of the Practice—

Encourage Students to explore library, read more books, enhance their level of knowledge.(develop good reading and study habits) In the Programme, teachers and librarian provide much needed information about library, using library how to access to knowledge and information world.

1. Supplying Sanitary Napkin:

Our College has a Provision of supplying Sanitary Napkin to the students which are supplied and funded by the Teachers of our college.

1. Animal Welfare:

Our college has a unit of Animal Welfare through which it organizes various awareness programmes to take care of the helpless animals on the street. This unit usually search the helpless animals and feed them.

1. Extension service in the adopted village:

To encourage students to additional responsibilities of social life, to show them the knowledge and experiences of some personalities who are contributing to society by their special work in specific areas of society.

In 2020 the College adopted a village named Asharikandi of Dhubri Revenue Circle in Dhubri district as a part of its Extension Service Programme. Since then the College has been relentlessly working on the overall development of the village by organizing and arranging interactive sessions, activities and visits. As part of its community service programme, Dhubri Girls' College, Dhubri has applied for electricity connection for some schools which have been without electricity since establishment. The National Service Scheme (NSS) unit and the Red Ribbon Club unit of the College have organized special camps in the village and delivered lectures on various socially relevant themes. The teaching faculty of the college has also taken up classes in the Madikhata Sc Girls' L.P School for the benefit of the students.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document

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File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	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:

Holistic education

Dhubri Girls' College, Dhubri was founded in 1983. This College was born out of the conviction of its founding Principal, Ram Prasanna Bhattacharya, with a vision that women had to be empowered through education to be a part of the nation-building process and take their rightful place in society. Cherishing the ideals of its founder, the College seeks to empower its students with a holistic education to be creators and

members of an ideal society. This is distinctive to its vision.

The College approaches holism in education by deepening the engagement of students with the curriculum and complementing this with suitable co-curricular activities. In fulfilling the academic requirement of their chosen programme of study, students not only attend classroom lectures but also write assignments, participate in seminars and group discussions, and undertake project work. Opportunity for enriching the learning experience of students, field trips and study tours are organized by the College, every year.

Along with emphasizing curriculum transaction, the College creates opportunities for students to engage in co-curricular activities. Different activity groups in the College organize debate and extempore speech competitions, musical performances, staging of plays, art and handicraft exhibitions and food exhibitions. Students also participate in yoga and sports activities. Activities under Scout and Guide and NSS add another dimension to students' experience in the College. In all its curricular and co-curricular endeavours, the College emphasizes basic human values of truth, honesty, loyalty, mutual trust, compassion and respect for others. The certificate course offered by the NYVTC (National Youth Vocational Training Centre) in collaboration with Department of Computer Science especially reiterates the core values of the Institution.

The College's focus on curricular and co-curricular activities gives a student the scope to follow her interests and build on her abilities for a rewarding educational experience. Engaging in activities in the classroom and outside of it, students acquire disciplinary learning and have their talent or discover new talent. They also learn to bridge social gaps, work as a team and value co-operation. Communication skills are improved and organizational skills and decision-making develop. Leadership qualities emerge, supported by the College's conscious decision to retain its single-gender character which makes every leadership role available to women and creates role models.

A measure of the success of the College's holistic approach to education and its alignment to the College's vision can be found in the attainments of our students. They have performed well in the University's examination and many have proceeded to higher academic achievements. Others have found their passion to lie elsewhere and have gone on to make their mark in music, theatre, fine arts, literature and sports. Then there are those who have joined civil services, defence services and the corporate sector to make successful careers. Some have ventured into journalism and many have found their niche as entrepreneurs, social service volunteers etc. There are also those who are successful homemakers. All are women who have been empowered to contribute to nation-building and creation of an ideal society.

The role of the College's alumni stands proof of the range and diversity of contributions made by our students to the life of the nation through leadership and service.

5. CONCLUSION

Additional Information :

Two areas which the College would like to focus on are The College would like to create more opportunities for its students to engage in sports, which not only addresses their physical development but also helps in building their confidence. Of course, constraints of space would be an obstacle but adequate strategies may help in overcoming this problem. The College would also like to improve the self-employment prospects of its students by giving them a firm grounding in entrepreneurship. This would necessitate the College establishing an Entrepreneurship Cell which can not only provide training but also help in setting up sustainable industry-academia linkages. We believe these steps would benefit the large majority of the College's students.

Concluding Remarks :

Dhubri Girls' College, Dhubri continues to maintain its decades having old reputation for providing an empowering learning space for women. It has managed to attract students from various states and from different backgrounds who contribute to the diversity of the college's student community. In spite of the constraints of a very limited campus area, it continues in its efforts to expand the academic and co-curricular choices for a student in the College. Every effort is made to provide students with a rich learning experience and the success of the College's teaching-learning enterprise finds reflection in student's achievements in both academic and non-academic areas. Students of the College also engage effectively with the community to learn from it and share with it, their learning. This contributes to the breadth of their educational experience and makes them socially aware and responsible citizens. Adequate infrastructure and learning resources are provided to support student learning and the College management is responsive to the needs of the student. The College realises that its success in providing an empowering education is the outcome of its adhering to the ideals articulated in its Vision and Mission statements.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 15 Answer after DVV Verification: 15</p>
1.3.3	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 257 Answer after DVV Verification: 214</p> <p>Remark : DVV input as per data template. Note: HEI has not provided documents requested by DVV</p>
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) Students</p> <p>2)Teachers</p> <p>3)Employers</p> <p>4)Alumni</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
1.4.2	<p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed</p>

2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 309 1046 376"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 456 1046 591"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>1500</td> <td>1500</td> <td>1800</td> <td>1800</td> <td>1500</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 667 1046 801"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>1525</td> <td>1525</td> <td>1825</td> <td>1800</td> <td>1500</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2020-21	2019-20	2018-19	2017-18	2016-17	1500	1500	1800	1800	1500	2020-21	2019-20	2018-19	2017-18	2016-17	1525	1525	1825	1800	1500															
2020-21	2019-20	2018-19	2017-18	2016-17																																					
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1525	1525	1825	1800	1500																																					
2.6.3	<p>Average pass percentage of Students during last five years</p> <p>2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1039 1046 1173"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>268</td> <td>330</td> <td>327</td> <td>319</td> <td>245</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1254 1046 1388"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>230</td> <td>234</td> <td>248</td> <td>259</td> <td>245</td> </tr> </table> <p>2.6.3.2. Total number of final year students who appeared for the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1509 1046 1644"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>295</td> <td>351</td> <td>352</td> <td>353</td> <td>267</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1720 1046 1854"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>276</td> <td>270</td> <td>283</td> <td>290</td> <td>280</td> </tr> </table> <p>Remark : Revised final year students who passed and appeared in university examination year-wise in response to information provided by HEI</p>	2020-21	2019-20	2018-19	2017-18	2016-17	268	330	327	319	245	2020-21	2019-20	2018-19	2017-18	2016-17	230	234	248	259	245	2020-21	2019-20	2018-19	2017-18	2016-17	295	351	352	353	267	2020-21	2019-20	2018-19	2017-18	2016-17	276	270	283	290	280
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3.2.2	Number of books and chapters in edited volumes/books published and papers published in																																								

national/ international conference proceedings per teacher during last five years**3.2.2.1. 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:

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	03	06	29

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : HEI has not provided any authenticated proof for the claim

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 2

Answer after DVV Verification: 1

Remark : DVV input as per supporting documents provided by HEI

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1199675	4527588	1689638	1548950	1825308

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	45.28	16.9	15.49	18.25

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1199675	4527588	1689638	1548950	1825308

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
32.87	32.81	39.31	44.78	7.95

Remark : Revised expenditure as per the extract of audited statement, expenditure incurred on maintenance of infrastructure provided by HEI

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

5.1.2.1. Number of students benefitted by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
109	95	177	83	77

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	3	4	9

Remark : HEI to note: As per metric, scholarships, freeships etc. provided by the institution / non-government agencies to be considered only

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

5.1.5 The Institution has a transparent mechanism for timely 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: C. 2 of the above

Remark : DVV input in response to documents provided by HEI

5.2.2 **Average percentage of students progressing to higher education during the last five years**

5.2.2.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 06

Answer after DVV Verification: 03

5.2.3 **Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

5.2.3.2. **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

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

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
92	42	320	112	40

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	0	0

Remark : DVV input in response to documents provided by HEI

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	7	7	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	5	4	7

Remark : Pl note: One faculty attending more than one FDP in a year to be counted one.

7.1.5 **Green campus initiatives include:**

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: D. 1 of the above

7.1.10 **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Number of courses offered by the Institution across all programs during the last five years				
	Answer before DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	324	324	306	306	306
	Answer After DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	307	304	300	300	300
2.1	Number of students year-wise during last five years				
	Answer before DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	832	924	1241	1232	1128
	Answer After DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	842	934	1259	1248	1128
3.1	Number of full time teachers year-wise during the last five years				
	Answer before DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	36	36	36	36	36
	Answer After DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	35	36	36	36	36
4.2	Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)				
	Answer before DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	2974410.1 2	10023922. 30	8224524.1 7	6982978.7 4	6008500.2 8
	Answer After DVV Verification:				

2020-21	2019-20	2018-19	2017-18	2016-17
29.74410	100.2392	82.2452	69.82978	60.08500