



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

DISPUR COLLEGE

GMC HOSTEL ROAD, DISPUR, GANESHGURI
781006

<https://dispurcollege.ac.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dispur College, established in 1978, boasts of 12 academic departments in both Arts and Commerce streams, along with highly efficient vocational departments in BBA & BCA, with an enrollment of around 2700 students. An ISO certified college with SDG Accord, Dispur College has also been able to occupy Second Rank in the state level and Sixth Position in the entire Eastern India in Arts Stream in a Survey conducted by a Magazine of National Repute “The Open” in 2022.

Academically, our college has achieved remarkable results, with the state's highest pass percentage in commerce in HS results and 100% pass rates in both arts and commerce degree courses, with 90% achieving first class. Furthermore, we have attained a 96% pass rate in HS commerce, the highest in the state, and a 91% pass rate in HS arts.

In alignment with the National Education Policy 2020, Dispur College has already introduced Four-Year degree courses from last academic year. Additionally, we offer a range of certificate courses aimed at enhancing your skills and employability. We firmly believe that knowledge and skill must go hand in hand, empowering our students to excel in their chosen paths. We offer extensive opportunities for skill development and employment through our Institution Innovation Council (IIC), which collaborates with NSDC & IIE, Guwahati.

In line with our commitment to sustainability, Dispur College is a tobacco-free and plastic-free zone, promoting environmental consciousness among our students and staff.

Vision

Dispur College aspires to be a nationally acclaimed Higher Educational Institution. It is our persistent endeavour to remain resolute and unwavering in the pursuit of knowledge aligned with the motto of the institution “Tamsa Ma Jyotirgamaya(????????????????????)” and positively contribute towards holistic education which focus on nurturing student’s talent and personal development; promoting intellectual growth; developing professional skills; fostering gender equity and stimulating employability and to prepare them to work for holistic development of the society and the nation.

Mission

Pledged to achieve our Vision through our Core Values and to educate the students to the highest levels of academic accomplishment, to empower them to reach and expand their prospective and to prepare them to become ethical, accountable, compassionate, productive, inventive members of the society as well as worthy citizens of the state.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength of the Institute:

1. Well qualified, experienced and dedicated staff.
2. Proactive management.
3. Green and Eco-friendly clean campus environment
4. Updated curriculum with CBCS.
5. Quality education at affordable cost with emphasis on rural students.
6. Adequate Hostel facilities for girl students within the campus.
7. Value-added and skill courses under CBCS.
8. Adequate sports infrastructures.
9. Gender parity among both students and faculties
10. Adequate community participation.

Institutional Weakness

Weakness of the institute:

1. Limited financial mobilisation
2. No adequate faculty-student ratio.
3. Lack of boy's hostel
4. Limited infrastructure for research activities.
5. Lack of open space and own play-ground.

Institutional Opportunity

Opportunities:

1. Considering its unique geographic location near capital of the state, Dispur College has the opportunity to develop itself into a centre of higher learning catering.
2. Eventually it may be upgraded into a centre of excellence / model college

3. It can directly contribute towards socio-economic and intellectual uplift of the greater capital area and adjoining areas.
4. Participation in Skill India and Start up India
5. Involvement of industry for Incubation and start-ups.
6. Enhanced research activities
7. Collaboration with institutions of higher learning.
8. Enhancing employability of students
9. Attracting and retaining competent faculty
10. Enhanced community engagement

Institutional Challenge

Challenges:

1. Renovation and upgradation of the present aging physical infrastructures.
2. Mobilization of adequate fund to build-up proper physical infrastructure and state of art laboratories
3. Digitalization and complete automation to transform the institution into smart campus.
4. Implementation of CBCS effectively and meaningfully in pedagogy
5. Introduction of new academic program with employability.
6. Attracting talents both in teaching positions and student intake.
7. Addition of more faculty in academic departments to augment teaching-learning system
8. To transform the present institutional mechanism into a robust and smart system.
9. Overhauling and making a vibrant and responsive academic and administration system.
10. Pulling in investment for development of the college from industries under CSR schemes

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dispur College remains committed to its motto of producing quality human resources through a well-planned and strategized mode of delivering the curriculum. While upgradation and timely revision of the curriculum comes under the jurisdiction of the affiliating university, faculty members of the college have actively contributed towards the drafting of the syllabi of courses across both the streams of arts and commerce that the college offers. Moreover, with the intention to foster a holistic development of its students, the college on its own has effectively designed a total of 73 certificate courses over the last five years. This has helped create avenues via which students can be imparted with vocational training in addition to sensitizing them to issues of gender, ethics, environmental sustainability and social responsibility. Field visits, surveys and projects have been regularly incorporated by all twelve academic departments of the college as a mode of curriculum delivery that effectively blends theoretical knowledge and practical understanding. To ensure that academic, administrative and societal goals, objectives and responsibilities are being met and fulfilled, the college follows a diligent feedback system involving all major stakeholders, students, alumni, teachers and employers.

Teaching-learning and Evaluation

As a premier institution offering undergraduate courses in arts, commerce and professional studies, Dispur College boasts of an average enrollment ratio of 95% and an average pass percentage of 97%. Under the current system, students apply for admission to the college via the Samarth online portal and are admitted in order of merit in a completely transparent manner.

The approach to teaching-learning adopted at the college is totally student centric and incorporates experiential, participative as well as problem-solving methodologies that boost students' comprehensive development. ICT facilities and tools are also employed in the process of lesson delivery to maximize students' output/gain from a particular course. In conformity with the system of outcome-based education, expected programme outcomes and course outcomes of all programmes and courses are set and then circulated amongst students. A transparent system of student assessment—involving both internal and external assessment—and a timely and effective grievance redressal mechanism ensures whether outcomes have been met or not.

Research, Innovations and Extension

The college strives to promote a conducive environment for research, innovations and extension activities that contribute to societal development and upliftment in addition to the institution's own growth. As a way of carrying out such activities in a well-planned manner, the college has created definite cells and committees, namely the Institution's Innovation Council (IIC), the Entrepreneurship Development Cell (EDC), the Research and Development Cell (RDC), the Extension Activity Cell, the Eco Club and the Red Ribbon Club. Additionally, the National Service Scheme (NSS), and the National Cadet Corps (NCC) wings of the college dedicatedly participate in extension activities involving the community.

The college has a dedicated area for mushroom cultivation and development; a tailoring unit and a certificate course in Dress-Designing open to students as well as external members; a certificate course in Bakery and Confectionary; and a certificate course in Tea Brewing, Blending and Tasting which aims to promote tea as a profit-generating industry amongst students in addition to generating employment for them in the sector.

The college reaches out to the community and seeks to offer its service to them through the established forums already mentioned. However, the college administration on its part, as a way of rendering its support to the society in times of need, donated a sum of Rs. 2,00,000 to the Chief Minister's Relief Fund. During the

economic crisis set in by the Covid-19 pandemic, all employees of the college unanimously contributed a day's salary totaling Rs.1,63,039 to the Government of Assam.

Infrastructure and Learning Resources

Dispur College is equipped with adequate infrastructure and other necessary facilities for the dissemination of knowledge and creation of human resources. Dispur College has a fully automated central library with a seating capacity of 50 users and necessary digital facilities for easy access. Adequate books and subscriptions to e-resources and journals are available for optimal utilization by faculty and students. The library also has a talking Bhagavad Gita which can be read in three different languages, namely, Sanskrit, Hindi and English. Additionally, there is a dedicated Library Committee which monitors the smooth functioning and ready availability of all resources and works towards timely upgradation of the library.

The college campus is IT enabled with necessary Wi-Fi facilities. There are a total of 8 Wi-Fi connection and 1 server at convenient locations which provides internet connectivity throughout the campus at 100 Mbps. The college has four computer laboratories, along with an E-resource Centre in the Central Library, equipped with a total of 150 desktops having the latest configuration systems as per requirements of the curriculum. The office and departments are partially automated in regard to various activities such as maintenance of accounts, student's admission, and different administrative and academic works, for which 45 desktops are used along with 23 printers, including photocopying facilities. Additionally, 7 laptops are available in the college for various academic and administrative works. There are 6 interactive boards, along with 7 LCD projectors, making it easy and convenient to impart ICT enabled education. Moreover, one of the 3 conference halls in the college has video-conferencing facilities.

The college updates its IT facilities as and when required.

Student Support and Progression

Dispur College remains committed to its motto of producing quality human resources through a well-planned and strategized mode of delivering the curriculum. While upgradation and timely revision of the curriculum comes under the jurisdiction of the affiliating university, faculty members of the college have actively contributed towards the drafting of the syllabi of courses across both the streams of arts and commerce that the college offers. Moreover, with the intention to foster a holistic development of its students, the college on its own has effectively designed a total of 73 certificate courses over the last five years. This has helped create avenues via which students can be imparted with vocational training in addition to sensitizing them to issues of gender, ethics, environmental sustainability and social responsibility. Field visits, surveys and projects have been regularly incorporated by all twelve academic departments of the college as a mode of curriculum delivery that effectively blends theoretical knowledge and practical understanding. To ensure that academic, administrative and societal goals, objectives and responsibilities are being met and fulfilled, the college follows a diligent feedback system involving all major stakeholders, students, alumni, teachers and employers.

Governance, Leadership and Management

As reflected in its vision and mission statements, Dispur College persistently strives to cater to the society its most invaluable and vital component: responsible human resources. The whole of the college machinery and

every aspect of its governance is driven towards the purpose of remaining true to this mission and thereby achieving its stated vision. To ensure a healthy ecosystem where ideas flourish and discussions facilitate intellectual growth; where every voice is heard and everybody is accountable, the college has a set of administrative and academic committees with different roles and functions assigned to each.

Dispur college has maintained well-defined, disciplined and dignified procedures and policies for its administrative set up. The prompt preparedness of the college for effective implementation of NEP, 2020 is visible in the workshops and initiatives (creation of NEP Task Force) organized by the institution to pave the way for smooth execution of NEP, 2020 in the short term and the long term in the academia of the college.

The institution conducts external and internal audit for both government and non-government funds. The principal is accountable for all the financial transactions of the college. An early internal auditor has been appointed by the Dispur College Governing Body and the external auditor is appointed by the Government of Assam. The audit procedure is conducted in accordance with audit standards generally accepted in India.

Thus, the institution upholds continuous upgradation of academic and administrative structure for it to tend towards to attain the best position in the sphere of teaching and learning.

Institutional Values and Best Practices

In Dispur College, the administration adopts stringent measures to promote gender equality. The college initiated the process of external Gender Audit during the academic year, 2022-23 to examine and ensure that its policies and programmes for fostering gender equity are in conformity with the latest government rules and guidelines. As for internal audit, it regularly works to identify and rectify gaps in gender parity, promote sensitization activities and guarantee a safe environment for all people, irrespective of gender orientation or identity.

The college promotes an inclusive environment on campus where there is harmony and tolerance towards cultural, regional, linguistic, communal and socio-economic diversity. It also sensitizes students towards the fundamental values, rights, duties and responsibilities of citizens as enlisted in the Constitution of India so as to create individuals with a holistic knowledge base of the Indian polity and democracy.

“Fostering a Gender-Neutral Society: Lesbian Gay Bisexual Transgender Queer/Questioning Intersex Asexual+ (LGBTQIA+) Community and Right to Equality and Dignity” and “Psychological Counselling to Promote Mental and Emotional Health” are the two **best practices successfully implemented by the Institution**. One of the core values of Dispur College states that the college “value(s) adopting practices for minimising our impact on the environment to the benefit of a more sustainable future for posterity.” In keeping with this core value, working towards environmental sustainability is a major thrust area of the college distinctive to its focus and essential principles.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DISPUR COLLEGE
Address	GMC Hostel Road, Dispur, Ganeshguri
City	GUWAHATI
State	Assam
Pin	781006
Website	https://dispurcollege.ac.in/

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details		
State	University name	Document
Assam	Gauhati University	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-01-1996	View Document
12B of UGC	01-01-1996	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	09-05-2024	24	

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?	Yes
If yes, name of the agency	Mahatma Gandhi National Council of Rural Education
Date of recognition	01-03-2023

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GMC Hostel Road, Dispur, Ganeshguri	Urban	6.24	25252.38

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,Education, Honours in Education	36	Twelve Passed	English, Assamese	80	59
UG	BA,Education, General Course in Education	36	Twelve Passed	English, Assamese	200	190
UG	BA,Philosophy, General Course in Philosophy	36	Twelve Passed	English, Assamese	80	72
UG	BA,Philosophy, Honours in Philosophy	36	Twelve Passed	English, Assamese	80	58
UG	BA,English, Honours in English	36	Twelve Passed	English, Assamese	80	63
UG	BA,English, General Course in Alt English	36	Twelve Passed	English, Assamese	560	556
UG	BA,English, General Course in English	36	Twelve Passed	English, Assamese	200	186
UG	BA,History, Honours in History	36	Twelve Passed	English, Assamese	60	39
UG	BA,History, General Course in History	36	Twelve Passed	English, Assamese	60	53
UG	BA,Assamese, Honours in Assamese	36	Twelve Passed	English, Assamese	80	41

UG	BA,Assamese,General Course in Elective Assamese	36	Twelve Passed	English,Assamese	170	164
UG	BA,Assamese,General Course in MIL Assamese	36	Twelve Passed	English,Assamese	80	74
UG	BA,Economics,Honours in Economics	36	Twelve Passed	English,Assamese	70	47
UG	BA,Economics,General Course in Economics	36	Twelve Passed	English,Assamese	45	39
UG	BA,Political Science,Honours in Political Science	36	Twelve Passed	English,Assamese	90	54
UG	BA,Political Science,General Course in Political Science	36	Twelve Passed	English,Assamese	140	132
UG	BCom,Accountancy,Honours in Accountancy	36	Twelve Passed	English,Assamese	140	113
UG	BCom,Finance,Honours in Finance	36	Twelve Passed	English,Assamese	140	131
UG	BCom,Management,Honours in Management	36	Twelve Passed	English,Assamese	160	145
UG	BCA,Bachelor Of Computer Application,Bac	36	Twelve Passed	English,Assamese	60	53

	helor of Computer Application					
UG	BBA,Bachel or Of Business Ad ministration, Bachelor of Business Ad ministration	36	Twelve Passed	English,Assa mese	60	60
UG	BCom,Com merce,Gener al Course	36	Twelve Passed	English,Assa mese	400	389

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				8				28			
Recruited	0	0	0	0	2	6	0	8	12	13	0	25
Yet to Recruit	0				0				3			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	0				0				14			
Recruited	0	0	0	0	0	0	0	0	2	11	0	13
Yet to Recruit	0				0				1			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	8	8	0	16
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	9	2	0	11
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				4
Recruited	4	0	0	4
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	1	10	0	9	8	0	28
M.Phil.	0	0	0	0	0	0	2	4	0	6
PG	0	0	0	1	2	0	2	3	0	8
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	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
		74	76	1	

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	1014	32	0	0	1046
	Female	901	39	0	0	940
	Others	1	0	0	0	1
Certificate / Awareness	Male	565	0	0	0	565
	Female	701	0	0	0	701
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	18	12	15	21
	Female	10	11	10	13
	Others	0	0	0	0
ST	Male	40	21	19	39
	Female	29	18	29	34
	Others	0	0	0	0
OBC	Male	82	76	81	108
	Female	69	82	85	118
	Others	0	0	0	0
General	Male	158	122	139	221
	Female	114	135	117	181
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		520	477	495	735

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The objective is to transform the institution into large multidisciplinary college, which will aim to have 3,000 or more students. This vision is to bring back the great Indian tradition to create well-rounded and innovative individuals. This would help build vibrant communities of scholars and peers enable students to become well-rounded across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines. Our institution will facilitate the move towards high-quality holistic and multidisciplinary education. Departments in Music, Indology, Art, Dance, Theatre, Statistics, Pure and Applied Sciences, Sociology, Sports, Translation and</p>
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	<p>Interpretation, and other such subjects which are needed for a multidisciplinary Indian education and environment will be established and strengthened up to a global standard.</p>
2. Academic bank of credits (ABC):	<p>We follow the guidelines of affiliating university i.e. Gauhati University and the affiliating university is yet to implement the Academic bank of credits (ABC).</p>
3. Skill development:	<p>1. As per NEP, 2020, hands-on training on various skill development, entrepreneurial and professional courses have been mandated. A centre with all advanced and modern facilities in this regard is highly necessary and therefore proposed to be built by August 2028 (Golden Jubilee of Dispur College) .</p> <p>2. A dedicated Skill Development Centre will further strengthen the college's stated objective to empower differently abled learners by providing better access to various skill-based courses.</p> <p>3. Residential space will provide lodging facilities for outstation students, employees and guests and thereby, cater to the needs of a wider public.</p> <p>Incubation Centre The college has already constituted its Institution's Innovation Council (IIC) and in keeping with its efforts at fostering innovation, an Incubation Centre will be constructed as part of the Skill Development Centre. Setting up start-up incubation centers and technology development centers for skill-based courses with the help of Industries/Micro, Small & Medium Enterprises (MSME) at States/UTs level.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Centre for Indian Knowledge System (IKS): The college has always been working to promote Indian culture and tradition via organization of fests and cultural programmes. It now proposes to build a designated Centre for Indian Knowledge System which would facilitate academic engagement and research on national, regional, local folk culture and heritage.</p>
5. Focus on Outcome based education (OBE):	<p>In accordance with the Learning Outcomes-based Curriculum Framework (LOCF) adopted by the University Grants Commission (UGC) under its Quality Mandate, 2020 and in alignment with the goals of NEP, 2020, Dispur College clearly states the Programme Outcomes (POs) and Course Outcomes (COs) for all the programmes and courses offered by it and displays them on the website. Such outcomes</p>

	<p>are framed by the college in conformity with the POs and COs outlined by the affiliating university. All departments prepare the Programme Specific Outcomes (PSOs) of their individual disciplines. The Course Learning Objectives (CLOs) and Course Outcomes (COs) are then set for each individual paper. While setting the objectives and outcomes, they are linked to corresponding Bloom's taxonomic levels. Once set, the PSOs, CLOs and COs are made available in the university website where they can be read by students, parents/guardians and all other stakeholders. Syllabi of all papers and programmes are also publicly displayed on the website. This helps students in relating the stated objectives and outcomes with the actual course contents that they would be studying. Moreover, at the beginning of each semester, teachers themselves familiarize the students with the syllabus, CLOs and expected COs of each course during their assigned classes.</p>
6. Distance education/online education:	<p>Dispur College provides a platform for open learning via the Krishna Kanta Handiqui State Open University (KKHSOU), and Centre for Distance & Open Education, Gauhati University.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Demonstration of EVMs, Voter registration programmes,

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Electoral awareness programmes, Surveys, Talks by resource person</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Around 20%</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1674	1451	1446	1440	1425
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 55

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	37	40	39	41

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
184.59	60.71	33.43	51.18	127.09
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

To ensure smooth and effective delivery of the curriculum, Dispur College has a set of meticulous guidelines issued by the Internal Quality Assurance Cell (IQAC) from time to time. The IQAC monitors all academic policies so as to guarantee a well-planned process of curriculum delivery:

- The IQAC along with the Academic Committee, at the beginning of every academic year, thoroughly discusses the curriculum prescribed for the year by the affiliating university and checks for any updates/revision/upgradation.
- Before the beginning of each session, the annual academic calendar of the college is prepared in conformity with the university academic calendar and circulated through the college website and prospectus. Based on it, individual departments plan their classes and other curricular/co-curricular activities. Departments also design their own calendars highlighting tentative dates for different events so as to ensure timely completion of syllabus and all other planned activities.
- Before the commencement of every academic session, a routine committee is formed which prepares a draft routine, allotting number of classes as per credit requirement of each paper. The approval of the Academic Committee is obtained before publication of the final routine.
- Once the routine and academic calendars are finalised, teachers prepare their individual teaching plans for each semester.
- Departmental faculties also set down the POs, PSOs, COs and CLOs of the programmes and courses that they would follow throughout the session.
- Once classes start, to maintain a track record of the progress of courses and other activities, individual teachers note down the lessons delivered and activities undertaken on daily basis in the 'Daily Activity Record Book' provided to them by IQAC. Online academic monitoring system is also there in the college. Teachers maintain folders of the activities undertaken by them in their

respective departmental computers.

- In order to maximize the outcome from a particular course, the following up-to-date teaching-learning technologies and methods are used:
- ICT tools are used.
- Experiential and participative learning methods are adopted.
- Use of cloud-based Learning Management Systems like Google Classroom.

Moreover, to ensure that teachers remain up to date with latest pedagogies and other subject-related developments, they are encouraged to participate in Teacher Orientation Programmes, Refresher Courses, Faculty Development Programmes and Professional Development Programmes.

- Dispur College follows the process of Continuous Internal Assessment (CIA) which is undertaken throughout an academic session. Indeed, 20% of the total marks of the semester-end examinations comes from the internal assessment of a student's performance by the concerned department. In this regard, it is the academic calendar that guides teachers as to when to conduct sessional examinations, give home assignments, organize seminars, talks, classroom presentations and discussions so that continuous and comprehensive development of students is ensured.
- The Academic Committee of the college conducts meetings at regular frequency to review syllabus progression/completion reports of all individual departments so as to ensure effective fulfillment of curriculum goals within the stipulated time frame.
- The Academic Committee also submits an annual academic report before the Governing Body to enable it to take policy decisions as necessary.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 73

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

1.2.2

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

Response: 51.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
1085	595	671	797	685

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum designed by Gauhati University which is followed at Dispur College gives due weightage to crosscutting issues such as human values and professional ethics, gender equity and environment sustainability. The college on its part also works to further enhance the curriculum by introducing certificate and add-on courses that nurture students' ethical and spiritual development.

Professional Ethics and Human Values:

- The Department of Philosophy offers papers on 'Ethics,' 'Applied Ethics' and 'Meta-Ethics' as part of the main curriculum. Additionally, it also offers a certificate course on 'Applied Ethics,' which educates students on the importance of ethics in different professional fields such as law, medicine, politics, media houses etc.
- Major papers offered by the Department of Education include those on 'Value and Peace Education,' and 'Human Rights Education.' There is also a paper on 'Teacher Education in India' which deals with the ethical responsibilities of teachers. **Moreover, during the 2019-20 academic year, the department offered a certificate course on 'Inclusive Education'.**
- The Department of Political Science has a paper on 'Human Rights in India' for the Major students.
- The Department of Management offers a paper on Human Resource Management which trains students on maintaining professional ethics in the corporate sector.
- The Yoga and Meditation Cell of the college offers a certificate course on 'Yoga and Meditation' which familiarises students with ancient Indian Yogic philosophy and practice.

Gender:

- As part of their major course, the Department of Education offers a compulsory paper on 'Women and Society.'
- Students majoring in English have a compulsory paper on 'Women's Writing.' Additionally, the Department of English offers a certificate course on 'Gender and Literature' which deals with how literary texts reflect, replicate or challenge societal gender relations.
- The Department of History offers many papers that deals with the historical evolution of gender as a concept and the debates surrounding it.
- The Department of Economics has a paper on 'Development Economics' which sensitizes students about existing gender bias in workplaces.
- The paper on 'Industrial Relation and Labour Law' offered by the Department of Management educates students about the different legal provisions available for protecting women's rights in the workplace.

Environment and Sustainability:

- Undergraduate students of the college have to undertake a compulsory paper on 'Environmental Science' in the second semester.
- The Department of Political Science offers a paper on 'Global Politics,' the syllabus of which includes a portion on contemporary global environmental concerns.
- The Department of Education has a paper on 'Emerging Issues in Education' which, as part of the course, deals with rising environmental concerns. **The department also introduced a certificate course on 'Environmental Studies' during 2018-19**
- There is a paper on 'Environmental Economics' as part of the Major course offered by the Department of Economics.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 45.1

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

Response: 755

File Description	Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
580	495	477	520	533

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
580	535	535	530	570

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
253	248	222	239	333

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

2022-23	2021-22	2020-21	2019-20	2018-19
253	248	222	239	333

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 35.62

2.3 Teaching- Learning Process

2.3.1

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

Response:

Teachers of Dispur College are encouraged to make use of up-to-date ICT-enabled tools and render the educational experience student-centric, whereby the learner actively participates in the learning process with the teacher acting as a facilitator. Implementation of flipped classroom, whereby teachers of the college circulate relevant reading material before the class, enables students to familiarize themselves with the concerned topic, leaving classroom hours for more engaging activities. Teachers of the college are conversant with Bloom's taxonomic levels and in addition to traditional classroom teaching, utilize class hours to engage students in higher level cognitive activities. Student-centric methods implemented in the college include:

Experiential Learning: The following experiential learning methods are used in the college:

- As part of the Skill Enhancement Course, all undergraduate students are required to submit a **project work/dissertation**. Additionally, students from Commerce, BBA/BCA, and from such departments as Education, Philosophy and History have to undertake projects as part of their curriculum.
- **Study tours/field visits/surveys/industrial visits** are regularly arranged by all departments as a way of augmenting classroom knowledge with practical experience.
- Students are encouraged to participate in **internships** at external organizations so as to receive actual, on-job training.
- **Community-oriented programmes** are organized by all departments which provide students an opportunity to volunteer their services for social welfare and in the process develop necessary skills.
- **Mock Parliaments** are conducted by the Department of Political Science.
- **Workshops/academic and industry expert talks/screenings of subject-related downloaded videos, and videos on interview skills** are arranged by departments and cells from time to time.

Participative Learning: Teachers of the college utilize the following participative learning methods:

- **Participative E-learning** sessions are conducted by every department during which student participation is ensured via the use of ICT.
- **Classroom presentations/Seminars/Webinars/Group Discussions** are organized on timely basis to ensure that students become involved in the learning process.
- **Brainstorming tasks/Case studies** are assigned to students to encourage them to analyze and come up with innovative ideas regarding any given topic/problem area.
- **Extra-curricular activities such as making of departmental wall-magazines with QR codes, observation of significant days, participation in debates, street-plays, cultural programmes, poster-making, painting/rangoli-making** are also regularly organized to ensure student participation and knowledge enhancement.

Problem-Solving Methodologies: Problem-solving methodologies are integrated by teachers into routine classroom activities to enhance students' analytical and reasoning abilities. Such methods include **conduct of quizzes, scheduled class tests, surprise tests, online tests, open-book tests and question-answer sessions** which require students to think, identify, analyze, and resolve specific problems.

ICT-enabled Tools: To facilitate ICT-based education, the college has a total of 7 LCD projectors, 6 interactive boards, 150 computers and wi-fi facilities. Learning Management Systems such as Google classroom, software such as Microsoft Office, Canva, and SPSS and e-learning resources are used to supplement traditional classroom teaching and assessment. Google mail groups are used for prompt communication of relevant information. Online classes, and talks via Zoom and Google Meet are also held whenever needed.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	42	42	41	41

File Description

Document

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

[View Document](#)

2.4.2

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

Response: 62.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	22	25	25	26

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Dispur College has a well-structured and transparent system of student assessment. Assessment of students is done on two levels: continuous internal assessment, and a process of external assessment carried out by the affiliating university at the end of the semester. The whole mechanism of assessment is carried out in a student-friendly manner and grievances, if any, are resolved with the help of a time-bound and efficient system. During each academic session, an examination committee is formed which monitors all examination-related matters. Rules and guidelines regarding the process of internal/external assessment, revised periodically, are circulated amongst students and parents/guardians via the college website.

For internal assessment, the following guidelines are available:

- For internal assessment of students' performance, class tests, student seminars and group discussions are held at regular intervals. Teachers discuss with students about their performance and advise them regarding measures for improvement, if needed.
- Home assignments are an integral part of the internal assessment process. Topics for assignments are shared by teachers well in advance and a specific deadline given for handing in the same. Students can know the marks obtained in the assignments submitted by them from the concerned department.
- Attendance of students is also accounted for in assigning marks of internal assessment.
- The sessional examinations are conducted under the supervision of the Examination Committee.

Individual departments set the question papers and submit them to the committee through the HoDs. After the evaluation process is complete, students are shown the answer sheets so as to help them learn from their mistakes and maintain transparency.

- During Parent-Teacher Meets (PTMs), teachers share with parents regarding the overall performance of their wards.
- The ratio of internal assessment marks is 10:6:4, where 10% of the marks comes from sessional examinations, 6% comes from assignments, and 4% comes from attendance records, departmental involvement and classroom performance. The total internal assessment marks received by students are submitted to the Examination Committee, which then forwards the same to Gauhati University.

For external assessment,

- The college follows the examination guidelines issued by Gauhati University.
- The dates of the end-semester final examination once notified by the university are circulated amongst students through the college notice board as well as the website.
- Dispur College also has a code of conduct, available in the college website, to be followed by invigilators and examinees during examinations.

For timely redressal of students' examination-related grievances, the following mechanism exists in the college:

- Students not satisfied with the marks obtained in sessional examinations can approach the concerned departmental head for reevaluation of answer-scripts.

For complaints relating to results of end semester final examinations, students have to write to the Controller of Examinations (COE), Gauhati University through the Principal, Dispur College. The Principal, upon receipt of such applications, verifies the student's details from the Examination Committee and if found in order, forwards the same to the CO

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

In accordance with the Learning Outcomes-based Curriculum Framework (LOCF) adopted by the University Grants Commission (UGC) under its Quality Mandate, 2020 and in alignment with the goals of NEP, 2020, Dispur College clearly states the Programme Outcomes (POs) and Course Outcomes (COs) for all the programmes and courses offered by it and displays them on the website. Such outcomes are framed by the college in conformity with the POs and COs outlined by the affiliating university.

All departments prepare the Programme Specific Outcomes (PSOs) of their individual disciplines. The Course Learning Objectives (CLOs) and Course Outcomes (COs) are then set for each individual paper. While setting the objectives and outcomes, they are linked to corresponding Bloom's taxonomic levels. Once set, the PSOs, CLOs and COs are made available in the university website where they can be read by students, parents/guardians and all other stakeholders.

Syllabi of all papers and programmes are also publicly displayed on the website. This helps students in relating the stated objectives and outcomes with the actual course contents that they would be studying.

Moreover, at the beginning of each semester, teachers themselves familiarize the students with the syllabus, CLOs and expected COs of each course during their assigned classes.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

To evaluate the attainment of POs, PSOs and COs, Dispur College has a well-defined mechanism. The said mechanism involves:

- **Direct Method of Evaluating CO Attainment:** Direct appraisal of CO attainment is based on the performance of students in the sessional and end-semester examinations. Question papers for these examinations are set keeping in mind the course objectives and expected outcomes.

Appropriate action verbs corresponding to the taxonomic levels of all set COs are used by teachers of the college in formulating the questions of the sessional examinations.

- **Indirect Method of Evaluating CO Attainment:** Indirect assessment is done through students' performance in assignments and other routine classroom activities. Evaluation of assignments is based on a scale of 0 to 6 as per students' performance.
- **Final Computation of CO attainment:** Final Level of attainment of COs is calculated on a scale of 0 to 3 based on the marks scored by students after direct and indirect assessment. A score of 40% marks, which is the minimum required percentage for obtaining the major degree in any discipline, is considered as the target for valuation of CO attainment. The following table gives an indication of how CO attainment is evaluated.

Percentage of Students Scoring the Set Target	Level of CO Attainment
>= 80%	3
>=60% & <80%	2
>=50% & < 60%	1
< 50%	0

Mapping of COs to POs/PSOs: The attainment of POs/PSOs is indirectly assessed through the attainment of COs. This is done through the mapping of COs to the set PSOs.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 97.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
456	473	412	394	423

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

2022-23	2021-22	2020-21	2019-20	2018-19
480	483	425	405	424

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.44

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In Dispur College, the Institution's Innovation Council (IIC), the Entrepreneurship Development Cell (EDC), and the Research and Development Council (RDC) work in coordination with each other and the IQAC to create a healthy ecosystem for innovations, research, promotion of Indian knowledges as well as knowledge regarding Intellectual Property Rights (IPR).

Institution's Innovation Council (IIC): The IIC works to encourage students to freely explore innovative ideas and help transform them into actual action. Council meetings of the IIC are held quarterly to discuss feasible route maps of action for promoting creativity, innovation and entrepreneurship in the college campus. The IIC's course of action include:

- Conduct of workshops to guide students on ways to transform their ideas into commercially viable businesses/start-ups.

- Identify and isolate students into special interest groups and organize dedicated programmes based on their interest areas.
- Facilitate meets and exchange of ideas between successful entrepreneurs and students so as to help them learn from real-life examples and be inspired to venture into their own entrepreneurial journeys.
- Exposure of students to exhibitions where they can showcase their ideas/display and sell their products.

Incubation Centre: The college has an incubation centre so as to provide a designated space for innovation and ideas.

Entrepreneurship Development Cell (EDC): To promote entrepreneurial initiatives surrounding tea and help generate employability of students in the sector, a certificate course on 'Tea Brewing, Blending and Tasting' has been introduced in the college by the EDC and an MoU has been signed with NorthEast Tea Association. The cell also organizes annual exhibitions of homemade and handmade products to promote the domestic sector as an income-generating, entrepreneurial area.

Awareness about IPR: To make students aware about the legal rights that they hold over their creations/innovations as well as to educate them about IPR violations, the college regularly holds IPR awareness programmes. In addition to awareness sessions on IPR, the RDC has introduced a lecture series on Social Science Research to educate students about ethical research and the legal provisions involved in it.

Indian Knowledge System (IKS): Knowledge of traditional Indian value systems, systems of politics and governance, literatures, cultures, and mythology is sought to be imparted to students through the curriculum as well as extra-curricular initiatives. As for incorporation of elements of IKS in the curriculum,

SL. No.	Department	Paper
1.	English	Indian Classical Literature (ENG-HC-1016) Indian Writing in English (ENG-HC-2016) Modern Indian Writing in English Translation (ENG-HE-5026)
2.	Philosophy	Ancient Indian Thought
3.	Political Science	Indian Political Thought
4.	History	History of India-I History of India from the Earliest Times up to C. 1206 Oral Culture and Oral History.
5.	Education	Development of Education in

India

Promotion through extra-curricular initiatives:

- A garden comprising of plants having medicinal properties, according to **Indian Ayurveda**, has been established in the college.
- The boundary walls of the college depict scenes from **Indian mythology and the greatest Indian epics: the Mahabharata and the Ramayana**.
- Regional and national folk cultures are exhibited in college programmes.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 59

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	19	11	2	4

File Description	Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	3	5	1

File Description	Document
Institutional data in the prescribed format	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 3.22**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
83	34	28	25	7

File Description	Document
Institutional data in the prescribed format	View Document

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

Dispur College has conducted extension activities in the periphery of the college as well as in the underprivileged areas of the city in a consistent and impact-oriented manner. Dispur College understands that extension activities are intrinsic in order to promote holistic development of the nearby areas. Hence, the institution is committed to conducting the extension activities through the different cells and units. The institution promotes social responsibility among the faculties and students by encouraging them to

take part in the extension activities. Different cells and units of the institution such as NCC, NSS, Women's Cell, Eco Club, the Red Ribbon Club, and the Extension Activity Cell aid in carrying on the extension activities continuously.

Outcomes of extension activities can be classified into the following broad headings:

- Banning of single use plastic bags within the college campus and replacing it with cotton or paper bags.
- Providing relief materials during flood to severely affected village named Japia under Hajo revenue circle.
- Organizing cleanliness drives in Ganeshguri and its periphery areas.
- Organizing plantation drives to increase the greenery.
- Distribution of wheel carts among a number of needy vendors under the scheme "Employment on Wheels".
- Extension activities conducted under the scheme "Unnat Bharat Abhijan" in the villages of Tintukra, Panikhaity, Hajongbari, Kamarpur, and Dhankhunda under Chandrapur and Pachim Mayam Gram Panchayat.
- Distribution of educational kits in the needy schools under the Vidyanjali Scheme.
- Under the aegis of the NSS wing, extension activities such as Blood Donation Camp, Anti-Tobacco Campaign and Survey, Plastic-Free Campaigns are organized frequently.
- NCC has conducted extension activities like Food distribution to beggars, Statue Cleaning, River bank cleaning, Fitness Run, Service at Old Age Home, Observance of International Yoga Day, Tree Plantation, Blood Donation, Cycle Rally, Volunteering at Harijan School, Cleanliness Drive etc.
- Eco Club has organized extension activities like Environmental Awareness Programme, Basistha Temple Cleaning, Tree Plantation Programme, Awareness Rally, Competition on Home-Made food, Setting Up of Poted Plants and Medicinal Plants, Setting up of "Mini Air Purifying Garden", Implementation of Save Energy Scheme, Pollution Assessment machine, Setting up of Solar Panel etc.
- Red Ribbon Club has organized Blood Donation Camps and HIV/AIDS Awareness Programmes

3.4.2

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

Response:

- Priyanka Gogoi, a cadet of NCC participated as a trainee and successfully completed One Day Adventure & Trekking Program for National Cadet Corps organized by Global Adventure Association (GAA) on 14th March, 2021.
- PO Cadet Hridayanda Puri, a cadet of NCC received the Defense Secretary Commendation Card for the year 2021 from the Defense Secretary, Ministry of Defense, Government of India on 24th December, 2020.
- Pratik Permey, a NSS volunteer won the University Level as well as the state level NSS Award for his contribution in the field of social and community service.
- Manisha Giri, an NSS volunteer from the college won the University level NSS award.
- Dr. Sikha Jyoti Deka, Assistant Professor, Department of Political Science, Dispur College achieved the 100 Super Women Award for her contribution towards Gender Studies on 1st August, 2021 and was recognized by Anusuya Foundation, Pune, Maharashtra.
- Mr. Pankaj Kathar, Ex-faculty, Department of History, Dispur College won the Best Teacher Award from IAM due to his extraordinary service towards the community in the year 2018.
- Dr. Parag Dutta, Ex-faculty, Department of Economics won the Best Teacher Award from IAM due to his extraordinary service towards the community in the year 2019.
- Dr. Ajoy Mitra, Assistant Professor, Department of Finance, Dispur College won the Best Teacher Award from IAM due to his extraordinary service towards the community in the year 2020.
- **Dharitri Patowary** and Deepesh Rai won the Clean India plogging challenge, thereby showcasing their commitment to achieving a clean and green planet.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 78

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	17	10	9	16

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

3.5 Collaboration

3.5.1

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

Response: 28

File Description	Document
List of year wise activities and exchange should be provided	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Dispur College is equipped with adequate infrastructure and other necessary facilities for the dissemination of knowledge and creation of human resources:

No of Classrooms: 29

No of ICT-enabled Digital Classrooms: 05

No of ICT-enabled Digital Conference Halls: 03.

Library: one central library with e-resource centre

No of Computer Laboratories: 4, 1 with Sanako Language Lab software

Distance Education Centres: The college has allotted individual rooms for KKHSOU and IDOL study centres

Cultural Activities: The college auditorium is equipped with all necessary amenities for hosting cultural programmes. Instruments such as 'tabla,' 'dhol,' 'khol,' 'harmonium' and sound system generally

required during a cultural function are there.

Sports and Games: The college has adequate facilities for both indoor and outdoor sports. While the college has limited outdoor space, it has an agreement with Gopal Boro High School whose field is adjacent to the college. Except for games like Badminton, outdoor sports are arranged in that field. **(to enclose list of sports items available)**

Gymnasium: A fully-equipped multi-gym with a trained instructor.

Health Check-up cum Psychological Counselling Room: 01 room for routine health-check-up and counselling sessions

No of Auditorium: 1 auditorium with ICT facilities and a seating capacity of 400 people at a time.

Yoga Centre: The college has a Yoga Centre as well as a designated Yoga and Meditation Cell which conducts Yoga classes and training sessions for students and employees. Moreover, the college has entered into an MoU with Indian Yoga Culture and Yoga Therapy Centre, the Pioneer Yoga Institution of NE India for the purpose.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 36.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
82.61	6.85	3.19	7.86	65.13

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Dispur College has a fully automated central library with a seating capacity of 50 users and necessary digital facilities for easy access. Adequate books and subscriptions to e-resources and journals are available for optimal utilization by faculty and students. The library also has a talking Bhagavad Gita which can be read in three different languages, namely, Sanskrit, Hindi and English. Additionally, there is a dedicated Library Committee which monitors the smooth functioning and ready availability of all resources and works towards timely upgradation of the library.

Digital Services and Facilities:

- 1. Library Website:** The library website gives necessary information regarding available books and resources as well as the rules and regulations governing borrowing, return and other aspects of library usage.
- 2. Web-OPAC:** The Central Library has Web-Online Public Access Catalog (OPAC) facility which provides users remote access to the catalogue of books and resources available in the library via the internet.
- 3. Library Digitalization:** To make resources accessible electronically, digitalization of the library has been carried out using Dspace. There is a snap scan book scanner for easy scanning of important documents and other resources.
- 4. Full Automation:** The library is fully automated and all the housekeeping works of the library are done using Integrated Library Management System (ILMS) software, KOHA. The library has a barcode scanner along with a printer for automated issue and return of books.
- 5. E – Learning Resources:** The library is connected to the National Knowledge Network through

subscription to NLIST and access to programmes like NDLI, Shodhganga, and National Archives of India.

6. **E-Resource Centre:** There is a e-resource centre with 10 desktops where students can access online resources. Videos on enhancing interview skills and cracking competitive examinations are also downloaded and saved for ready availability.

7. **User Tracking System Software:** The library has an In-Out Management System Software for maintaining automated records of library users. Daily manual records are also maintained.

To ensure maximum utilization by all stakeholders, the library also offers the following facilities/services/resources:

1. **Current Awareness Services (CAS):** CAS is provided to users of the library in verbal mode whereby they are made aware of all new arrivals: textbooks, reference books, journals, or magazines for competitive examinations like APSC, UPSC, SSC, Banks. For job opportunities, the library regularly subscribes to employment newspapers. Under CAS, the library also maintains newspaper clippings of all news relevant to the college, including those of events/programmes organized by the college.

2. **Access to Members of Institutions having MoUs with the College:** Under the MoUs signed by the college with other institutions, students and members from such institutes can use the resources available in Dispur College Library and vice-versa.

3. **Free Library Access to Public:** Under its community service scheme, Dispur College Library provides free access to its resources to the local public.

4. **Wall Magazine:** The library has its own wall magazine, *Literati* which is published annually and which comes with a QR code.

5. **Reading Habit Enhancer Activities:** To inspire the habit of reading in its users, the library conducts **user awareness programmes, orientation programmes, and book exhibitions.** Moreover, motivational books are placed on the reading table every day to be read by any interested user.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college campus is IT enabled with necessary Wi-Fi facilities. There are a total of 8 Wi-Fi connection and 1 server at convenient locations which provides internet connectivity throughout the campus at 100 Mbps. The college has four computer laboratories, along with an E-resource Centre in the Central Library, equipped with a total of 150 desktops having the latest configuration systems as per requirements of the curriculum. The office and departments are partially automated in regard to various activities such as maintenance of accounts, student's admission, and different administrative and academic works, for which 45 desktops are used along with 23 printers, including photocopying facilities. Additionally, 7 laptops are available in the college for various academic and administrative works. There are 6 interactive boards, along with 7 LCD projectors, making it easy and convenient to impart ICT enabled education. Moreover, one of the 3 conference halls in the college has video-conferencing facilities.

The college updates its IT facilities as and when required.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 12.31

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

Response: 136

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 8.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
24.56	1.70	2.14	8.82	1.73

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 49.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
693	714	1385	430	427

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 17.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
278	342	206	299	192

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 14.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	79	55	48	41

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

2022-23	2021-22	2020-21	2019-20	2018-19
456	473	412	394	423

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

5.2.2

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

Response: 0.16

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	2	4	1	1

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

5.3.2

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

Response: 24.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	33	0	26	23

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

5.4 Alumni Engagement**5.4.1**

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

Response:

Our college is having functional alumni registered under the Societies Registration Act XXI 1860 bearing the Registration No as: **RS/KAM(M)/263/Z/96 of 2022-23** contributing to the development of the college in financial manner with Rs. 1,22,766/- and in non-financial manner as-

- 1.Mr. Taleb Ali, Mr. Syed Zinna Zahid Farnaz, Dr. Himashree Kalita, Mr. Raju khan and Mr. Nayanjyoti Kalita in total donated 8(eight) numbers of ceiling Fan for the college.
- 2.Mr. Debabrata Debnath, Ms. Mridusmita Kalita, Mr. Arup Kalita donated Rs. 17,5000/- for a steel almirah.
- 3.CA Rajesh Singha and Ms. Jumi Deka donated Rs. 17.000/- for a steel almirah.
- 4.Mr. Dipankar Barman donated a steel almirah and ceiling fan worth Rs. 20,000/-.
- 5.Mr. Bikas Das donated 2 (two) numbers of incinerators worth Rs.31,270/- through his organization named 'Centre for Catalyzing Change(C3)'.

The association holds regular meetings both on departmental and institutional level from time to time.

The college is proud of some of its Alumni who have made their mark both at the national and international level. Some of them are as shown below:-

1. Miss Monalisa Baruah ,an alumni of the college is a dancer and choreographer of international repute in folk dances(Bihu),classical form Satriya and Bharatnatyam. She was a part of the cultural contingent for torch Rally ay Wimbly,England Olympics and also in commemoration of 100 years of Titanic Tragedy at Belfest . She also performed in Moscow in 2009 in ' Sahasra Patra',Indonesia in 2010,Wales 2011,Ireland 2013. She was also an assistant choreographer in the Guinness World Record Bihu organized by the Government of Assam in 2023.
- 2.Miss Sumi Roy ,an alumni was the receiver of Nation Youth Award in 2012-13,from the Ministry of Sports & Youth Affairs. She also represented India in the World Youth Festival held in Russia in 2017 & 2024.
- 3.Mr. Kaushik Bora an alumni of the Department of Education is a reputed "Bhortal Dance",a traditional dance form of Assam. He has represented the state all over the world . he performed at France,Syria and Qatar in 2010 representing the country under the Ministry of External Affairs.
- 4.Mr. Swaraj Das ,an alumni of the Department of Political Science,is a playback for the Assam mobile theatre industry. He was also the winner of a number of shows at state level including "Sangeet Maharan" organized by News Live.
- 5.Ms .Pakiza Begum ,an alumni of Department of Philosophy,is a renowned actor of the Assamese Film Industry.
- 6.Mr. Bipul Kalita ,an alumni of Department of Assamese was the winner of 'Meri Awaz Suno' held in Mumbai in 2021.

Alumni of the college has also contributed academically by taking classes in various departments under the program 'FACE OF THE MONTH'.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

As reflected in its vision and mission statements, Dispur College persistently strives to cater to the society its most invaluable and vital component: responsible human resources. The whole of the college machinery and every aspect of its governance is driven towards the purpose of remaining true to this mission and thereby achieving its stated vision. To ensure a healthy ecosystem where ideas flourish and discussions facilitate intellectual growth; where every voice is heard and everybody is accountable, the college has a set of administrative and academic committees with different roles and functions assigned to each.

The Governing Body (GB) of the college remains at the helm of all such units and is tasked with the primary responsibility of guiding and directing the institution's movement in an upward trajectory of growth. It is entrusted with the charge of reviewing and upgrading the plans, policies and goals of the college from time to time.

The principal, as the administrative and academic head of the institution, sees to it that the decisions taken in the GB are effectively implemented. Moreover, it comes under his purview to maintain healthy, professional relations amongst the staff, students, cells and committees so that proper coordination is achieved and goals are realized. For fostering an atmosphere of research, innovation, intellectual growth and general well-being in the institution; he is guided in his tasks by the Internal Quality Assurance Cell (IQAC), the Academic Committee, the Research and Development Cell (RDC), the Institution's Innovation Council (IIC), Entrepreneurship Development Cell (EDC).

The IQAC diligently supports the principal in devising and maintaining quality initiatives for the upgradation of the college. It sees to it that teaching as well as non-teaching employees of the college constantly upgrade themselves by way of participation in Professional Development Programme (PDPs), Faculty Development Programme (FDPs), orientation programmes, refresher courses and such other quality improvement programmes. Moreover, it engages in initiating collaborations and Memorandum of Understanding (MoUs) with industries and other higher educational institutions of repute so as to help the college reap the benefits of academic linkages and networking.

RDC, IIC, and EDC also collectively work towards inculcating a temperament of logical reasoning, innovation and entrepreneurship in all members of the college fraternity so as to help generate productive citizens of the country. Additionally, cells namely, the Human Rights Cell, LGBTQIA+ committee, Yoga and Meditation Cell have been constituted in the college to educate its members, especially its students regarding human dignity, equality, values, ethics and thereby fulfill the college's mission of delivering learned, ethical, and emotionally secure human resources to the society.

Further, it is to be mentioned that the prompt preparedness of the college for effective implementation of NEP, 2020 is visible in the workshops and initiatives (creation of NEP Task Force) organized by the institution to pave the way for smooth execution of NEP, 2020 in the short term and the long term in the academia of the college.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Dispur college has maintained well-defined, disciplined and dignified procedures and policies for its administrative set up. The functional structure of the college has been broadly classified as academic and administrative in which Gauhati University and Directorate of Higher Education act as statutory body or nodal agency respectively. The Governing Body which consists of a President (nominated by the Government of Assam), representatives of teaching, non-teaching staff, and guardian, the Member of Legislative Assembly (MLA) and the nominees of the affiliating university. The GB is constituted as per state rule and acts as the backbone of administrative set up. The principal is the executive head of the college and acts as drawing and disbursing authority on behalf of state government and secretary of Governing Body. In the academic matter, principal is supported by the dynamic functioning of the Vice-Principal.

The principal has a dedicated team comprising the IQAC Coordinator, the departmental heads and the members to assist him in the disbursing the entire administrative works as well as in quality management. There are committees namely, Academic Committee, the Research and Development Cell (RDC), the Institution's Innovation Council (IIC), Entrepreneurship Development Cell (EDC), Human Rights Cell, LGBTQIA+ committee, Yoga and Meditation Cell; with representation from both teaching and non-teaching staff to support institutional functions of the college. Functioning of these committees is coordinated by IQAC. The functions of general administrative and account sections are guided by the administrative and financial rules of Government of Assam.

The recruitment and promotion of teaching staff of the college is done on the basis of UGC eligibility criteria and non-teaching staff is also recruited as per state rule.

There is a Grievance Redressal Cell and Disciplinary Committee for the students, teachers and office staff to look after and meet up their grievances with the support of the college administration.

It is to be stated that the institution conducts minimum of four meetings in every academic year for planning and effective execution of plans through proper functional bodies of institution. Further, periodic meetings are held to discuss and take resolutions for the best interest of the institution in any academic and administrative matter.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Institution Initiated Welfare Schemes:

1. In the month of March 2022, the 'Welfare Society, Dispur College' was renamed as 'Dispur College Welfare Committee'. Since then, all donations are directed to this cell, which systematically distributes aid to the permanent and contractual employees of the college as well as the needy students in times of need.
2. The college features a canteen that ensures hygiene, provides clean drinking water and offers food items at reasonable rates with appropriate facilities.
3. The permanent teaching and non-teaching staff of the college have access to different leave provisions in accordance with the rules and regulations stipulated by the state government. The contractual staff of the college are also offered leave provision as per administrative convenience and as per their requirements.
4. The college has established a partnership (MoU) with the Assam Healthcare Co-operative Society Limited to provide health care facilities to the teaching and non-teaching staff (permanent and contractual) of the college. They are eligible for discounts on medical tests and hospitalization in select reputable hospitals and diagnostic laboratories. To avail these facilities, the permanent employees are required to pay Rs. 500 as life time subscription for the Healthcare Card, while the college authority covers the contribution for the contractual employees. Moreover, students can participate by paying a subsidized life time subscription fee of Rs. 250 for the Healthcare Card. Additionally, periodic health checkup camps are held that benefit all employees of the college, and there is also a dedicated Medical Assistance Cell within the institution.
5. The college offers a daycare (crèche) service for both teaching and non-teaching staff.
6. Parking is accessible for both teaching and non-teaching staff of the college.
7. The sanctioned non-teaching employees of the college avails holidays on Saturdays as per the policy of the state government on rotation basis.
8. The college offers uniforms to the security personnel at free of cost.

Performance Appraisal System:

1. Evaluation by Management:

- Every year, the IQAC coordinator along with the principal assess the performance of the teachers. The teachers must submit the Performance-Based Appraisal System (PBAS) proforma and monthly appraisal reports by the end of the academic year. The principal confidentially submits a report on teaching and non-teaching staff to the Directorate of Higher Education (DHE), Assam during their CAS promotion.
- The IQAC provides the Best Department Award, the Best Teacher Award, the Best Teacher Reader Award, the Best Student Reader Award, the Best Graduate, the Best NSS Volunteer Male, the Best NSS Volunteer Female, the 100% Attendance Award in every academic year on the basis of their performance in respective fields (implemented from 2022).

2. Faculty Evaluation by the Students:

In every academic year, the teachers are evaluated through the feedback of the students and this entire feedback mechanism is monitored by the IQAC. This attempt of evaluation provides a scope of betterment for the teachers and improvement in teaching-learning atmosphere at the college.

File Description	Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 30.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	0	0	14	0

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

6.3.3

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

Response: 26.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	50	19	09	03

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	32	32	32	32

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college receives funds from government and non-government funding agencies and individuals for progression of the academia and development of the infrastructure. The government grants are generally received from the State Government of Assam, University Grants Commission (UGC) and Rashtriya Uchchar Shiksha Abhiyan (RUSA) which is presently known as Pradhan Mantri Uchchar Shiksha Abhiyan (PM-USHA). To avail such kinds of grants, the college applies as per the rules stipulated by the respective concerned authority/funding agencies. Further, the college mobilises funds through undertaking self-financed courses, conducting external examinations, and providing venue for different external programmes etc. Moreover, the college from time-to-time approaches individuals and philanthropists and other non-governmental organizations to mobilize funds for the development of the college.

The following description justifies the optimal utilisation of financial resources:

The demand to purchase different articles are placed before the purchase committee of the college. The purchase committee puts forward the demands before the authority and discusses about the priority and necessity with him. In case of expenditure exceeding above Rs. 50000, prior permission of the college governing body is required. In the succeeding stage, tender procedure is followed. The tenders are opened before the tender committee and accordingly vendors are selected and given supply orders. The bills are paid after completion of the supply. After purchase of articles, a stock register is also maintained by the office of the college.

Auditing process is given as under:

The institution conducts external and internal audit for both government and non-government funds. The principal is accountable for all the financial transactions of the college. An early internal auditor has been appointed by the Dispur College Governing Body and the external auditor is appointed by the Government of Assam. The audit procedure is conducted in accordance with audit standards generally accepted in India.

Internal Audit:

The audits are headed by the Chartered Accountant who visits the college and does a methodological verification on yearly basis. The team verifies all payment and receipts, voucher of the cash transaction, ledger and cash book at a regular basis.

External Audit:

The external auditor audits all the finances of the college and prepare an audit report for the same.

After the final audit report is submitted to the college by the respective auditing authority, the same is placed to the Governing Body by the principal for its confirmation.

However, if there is any objection in the audit, it is settled in two ways, one in accordance of the audit and the other after the completion of the audit. The replies of the audit objection report along with evidence is submitted to the Government of Assam for settlement.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The following are the examples of practices institutionalized as a result of IQAC initiatives-

- **ISO Certifications**

IQAC planned, organized and executed the necessary steps that included the preparation of detailed quality manuals, identification of key performance indicators and mapping the various processes across the entire functioning of the institute, which finally led to the successful award of the ISO 9001:2015 and ISO 21001:2018 certifications in December, 2022 and June 2023 respectively.

- **Implementation of Modern Technology**

The IQAC led efforts to the successful implementation of modern technology in the institute's administrative functioning through ICT and alternative sources of energy, especially enhancement of solar power by kW in the last five years. Automation of admission, financial and examination processes, upgradation of Wi-Fi and Local Area Network (LAN) facilities, have significantly contributed to an enhanced quality of teaching-learning experience.

- **Academic and Administrative Audit (AAA)**

Academic and Administrative Audit (AAA) is conducted by a committee constituted by the IQAC to maintain quality in the institution. The committee visits each department and evaluates the performance of the teachers in group and in person. The evaluation is based on the pro forma of self-appraisal submitted by the teachers, the confidential report by the principal, HoDs, feedback from the students etc.

- **Energy Audit**

The college conducts Energy Audit at least once in every five years. Present Energy Audit was done in 2023. The audit was conducted by a committee of external experts and the data collected from the survey includes- computation of energy consumption, uses of solar energy by the institution for sustainable development, Installation of solar panels, LED bulbs etc.

- **Auditing for Green Campus Management**

The college conducts Green Audit at least once in every five years by external agency and the present audit was done in the year 2023. Eco Club of the college also take necessary measures for assessment of clean and green campus regularly.

- **Gender Audit**

The college conducts Gender Audit at least once in every five years by external agency and the present audit was done in the academic year 2022-23. It examines whether college follows government rules, policies and actions formulated for up-gradation of women in society

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In Dispur College, the administration adopts stringent measures to promote gender equality. The college initiated the process of external Gender Audit during the academic year, 2022-23 to examine and ensure that its policies and programmes for fostering gender equity are in conformity with the latest government rules and guidelines. As for internal audit, it regularly works to identify and rectify gaps in gender parity, promote sensitization activities and guarantee a safe environment for all people, irrespective of gender orientation or identity. There are 6 designated cells/committees—Women’s Cell, Human Rights Cell, Anti-Ragging Committee, Disciplinary Committee, LGBTQIA+ Internal Affairs Committee and Internal Complaints Committee—to monitor and warrant equitable functioning in all matters of the college and safeguard the rights of women as well as the LGBTQIA+ community.

In terms of sensitization through curricular activities, the college curriculum effectively incorporates gender issues as enlisted in Criteria 1.3.1. So far as co-curricular activities are concerned and as affirmed in the gender audit report, no gender disparity exists in terms of student participation and engagement in co-curricular activities.

With regard to specific measures for promoting gender equity:

1. During the last 5 years, a total of 34 **gender sensitization activities** have been conducted to educate students, employees as well as the local community regarding the right to equity for all genders.

2. Female employees are allowed to access all the extra leaves such as Child Care Leave (CCL), maternity leave etc. as per Government norms. There is at least 1 female member in every institutional committee right from Internal Quality Assurance Cell (IQAC) to Students’ Union so that, women’s participation in decision making bodies is assured. **It is also noteworthy to mention that the posts of Assistant General Secretary and Debate and Symposium Secretary of Dispur College Students’**

Union are reserved for girl students.

3. While the college makes no discrimination on the grounds of gender, it provides special counselling to girl students who are in need of emotional support.

4. The college reserves 5 (five) seats each in both the streams of Arts and Commerce in the Undergraduate Course for transgender students. It is also noteworthy to mention that at least 2 (two) needy transgender students get free admission. The college has introduced the **Gender Champion** programme and has been conducting activities under it for creating awareness amongst students about such children. It also has a code of conduct for the LGBTQIA+ community and a separate washroom for them.

Additionally, the following specific facilities are provided for the women on campus:

5. There are 24X7 CCTV cameras in the campus and hostel corridors to ensure strict surveillance of any untoward gesture towards women.

6. Incinerators have been placed at the Girls' Common Room and female washrooms for safe and hygienic disposal of sanitary napkins.

7. The college has a Girls' Hostel for girl students from distant places and a Day Care Center for working mothers.

File Description	Document
Provide Link for Additional information	View Document

7.1.2**The Institution has facilities and initiatives for**

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The college promotes an inclusive environment on campus where there is harmony and tolerance towards cultural, regional, linguistic, communal and socioeconomic diversity. It also sensitizes students towards the fundamental values, rights, duties and responsibilities of citizens as enlisted in the Constitution of India so as to create individuals with a holistic knowledge base of the Indian polity and democracy.

- The basic constitutional values of inclusion, secularism, socialism, equality, fraternity and dignity of every individual serve as the guiding principles during the very first phase of students' introduction to the college: the admission process. Dispur College, through a meticulously formed admission committee, guarantees admission to all deserving students, in order of merit, irrespective of their religion, social class, caste, or gender.
- At the beginning of every academic session, the Principal holds an Orientation Programme for the newly enrolled students where, as part of their initiation into the college, they are sensitized to the need for mutual respect amongst all members despite differences and diversity.
- The spirit of unity, integrity and equal justice is sought to be rigorously maintained throughout students' stay in the college via such cells as Anti-Ragging Committee, Disciplinary Committee, Human Rights Cell and Internal Complaints Committee which remain vigilant against any discriminatory behaviour meted out to any member of the institution.
- Constitutional values are imparted to students through the totally democratic annual elections of the Students' Union; participation in the Youth Parliament initiative of the Government of India; organization of awareness drives, campaigns, workshops and other activities instilling such values; and through observation of all significant dates and days pertaining to the nation such as Independence Day, Republic Day, Constitution Day etc.
- The Annual College Week, one of the flagship events of the college, instils integrity in students as it inculcates the spirit of sportsmanship in them. The Cultural Rally which initiates the College Week every year is usually based on such themes as highlight the core philosophy of the Indian Democracy, 'Unity in Diversity.'
- Under Ek Bharat Shresth Bharat, students are made aware of the cultural heritage and traditions of other states and thereby, taught to appreciate regional differences within the country.

- Dispur College also seeks to ensure that every member of the college fraternity is aware of his or her fundamental duties and responsibilities as a citizen of the country. The National Flag is hoisted with great pride and as per protocol on all nationally significant days. Every event organized in the college starts and ends with proper respect accorded to the National or State Anthem.
- Knowledge of primary duties such as preservation of the environment is ensured through the curriculum as well as extra-curricular activities. There is a total ban on the use of single-use plastics in the campus and regular environmental awareness programmes are conducted to educate students and the local community on eco-friendly practices.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title of the Practice:

“Fostering a Gender-Neutral Society: Lesbian Gay Bisexual Transgender Queer/Questioning Intersex Asexual+ (LGBTQIA+) Community and Right to Equality and Dignity”

2. Objectives of the Practice:

- To make the college campus a truly inclusive, safe and gender-neutral space where people with different gender orientations can cohabit with dignity.
- To promote diversity, equity and inclusion (DEI) in the college campus as envisioned in NEP, 2020 by making it easily accessible and approachable by the said community.
- To work towards promoting higher education amongst members of the community.
- To respect and understand the specific concerns and perspectives of the LGBTQIA+ community in the college as well as beyond the campus.

- To work towards spreading awareness about the LGBTQIA+ community.

3. The Context

Dispur College has always promoted inclusive education. However, it started adopting tangible measures to empathize with, and empower the LGBTQIA+ community when two of its students, Pratik Parmey and Rituparna Abang from the 2018-21 and 2019-22 batch respectively came forward and declared their trans identity to the college administration. Since then, the college started taking gradual but firm steps towards ensuring the rights and dignity of any member identifying with the LGBTQIA+ community. On 4th January, 2022, the Department of Education inaugurated a wall-magazine themed on LGBTQ rights which was followed by an awareness talk on the same theme by activists from 'Xomonnoy,' a LGBTQIA+ organization based in Guwahati, Assam. The college then formed a LGBTQIA+ Internal Affairs Committee to further research on the legal, constitutional rights provided to the community, connect with activists working on the area and ensure a safe, secure, and gender-neutral campus.

4. The Practice

Since its formation, the LGBTQIA+ Internal Affairs Committee—with Mr. Milin Dutta from Enajori Foundation and Ms. Pinky Singha from The Humsafar Trust as external advisors—has been dedicatedly working towards spreading awareness, dispelling gender stereotypes and fostering equitable growth for all. The practice includes:

- Ensuring safe spaces inside the campus so that no member identifying with the LGBTQIA+ community has to remain closeted under societal pressure.
- Organizing talks, awareness drives and workshops to sensitize students and the local community towards LGBTQIA+ rights.
- Facilitating access to higher education by reserving seats for members of the community during the admission process of the college.
- Connecting with activists working in the field so as to better understand the legalities and technicalities involved.
- Encouraging students and employees of the college to engage in studies and research so as to augment practical experience with theoretical knowledge.

5. Evidence of Success:

- A separate washroom for the LGBTQIA+ community was constructed on 22nd July, 2022 which has also been availed by external members.
- The Human Rights Cell of the college organized a street-play titled "Adhikar" in the greater Ganeshguri area on 10-12-2022 which advocated the right to equality and dignity of the LGBTQIA+ community.
- An MoU was signed between the college and Akam Foundation, Jorhat, Assam, an organization working towards promoting an egalitarian society on 3rd March, 2023.
- A talk on "Whose issue is the Gender Issue?" was delivered by Mr. Prakash Das, social activist and co-founder of the NGO, 'Xomonnoy' on 27th March, 2023.
- A series of lecture on 'Understanding Gender beyond Binary and Inclusion' was organized by all departments of the college under the guidance of the LGBTQIA+ Internal Affairs Committee from 22-05-2023 to 23-05-2023. Ms. Rituparna Neog from Akam Foundation was the invited resource person.

- On 12th June, 2023, a workshop on “Gender Sensitization” was organized, with Ms. Rituparna Neog as the resource person.
- A designated corner titled ‘Gender Explorations’ has been established in the college library so as to encourage more and more people to study and understand the fluidity of gender roles and identities.

6.

The following basic problems were encountered in implementing the practice:

- Initially, members belonging to the LGBTQIA+ community hesitated to openly identify themselves and speak up about their gender orientation. The problem was resolved by the administration’s continual efforts, as enumerated above, in creating a safe atmosphere.
- Another problem was in terms of available physical space for mass awareness drives. The college sought to resolve this problem by integrating awareness talks and discussions into the classroom space and by staging programs in public places such as streetcorners.
- Financial expenses in the name of the practice are mainly incurred in organizing awareness programs. Signing MoUs and establishing linkages with non-profit organizations, as already mentioned, have made it easier to collaborate with activists within minimal expenditure.

1. Notes (Optional):

Continuation of the Practice:

1. During 2023- 2024, the college reserved 5 seats each in the Arts and Commerce streams for students belonging to the LGBTQIA+ community. This reservation scheme was availed by Sumit Ghosh, a transgender student.
2. Gender Champions from the college participated in the Queer Pride Walk, Guwahati on 17-12-2023.
3. Dr. Sunita Agarwalla, Vice Principal, Dispur College has contributed chapters in three edited books on LGBTQIA+ rights.

Sl. No.	Title of the Chapter	Title of the Book	Editor	Publisher
1.	Representation of Queer in Movies and OTT Platforms	Representation in Literature, Media and Popular Culture	Dr. Kakalee Das	Dept. of English, Tinsukia College
2.	Transgender Issues in India, with Special Reference to Assam	LGBTQIA+ Community and Human Rights	Dr. Krishnendu Roy	Infinity Publications, LLC, London
3.	Gender Stereotypes in Media: With Special Reference to Women	Gender Parity and Sustainable Development	Dr. Krishnendu Roy	Forthcoming volume

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

One of the core values of Dispur College states that the college “value(s) adopting practices for minimising our impact on the environment to the benefit of a more sustainable future for posterity.” In keeping with this core value, working towards environmental sustainability is a major thrust area of the college distinctive to its focus and essential principles.

Over the years, the college has been consistently working to sensitize students and the local community towards adopting and promoting eco-friendly practices that foster a sustainable planet. With the intention of streamlining activities related to environmental conservation, preservation and consciousness building, the Dispur College Nature Club was formed in 2012, which was then renamed as Eco Club in 2019. Since its inception, the club has been conducting programmes to spread awareness on environmental hazards and on the need for adopting a holistic approach to environment and sustainability. The NSS unit, the NCC and the Extension Activity Cell of the college also regularly organizes tree plantation programmes, cleanliness drives, anti-plastic campaigns, promotion of paper usage and other environmental awareness programmes.

Understanding its responsibility towards the society and with the intention to examine the impact that the different activities and initiatives of the college exert on the environment, the college, under the initiative of the IQAC, conducted a Green Audit, an Energy Audit as well as an Environment Audit in the year, 2023. During the audits, the policies and principles adopted by the college were found to be at par with recommended government guidelines. On 14th February, 2023, the college donated Rs. 50000 to Padmashri Shri Jadav Payeng, the Forest Man of India from its welfare fund as a way of recognizing and paying tributes to his remarkable contribution to the environment. Moreover, from 30th May, 2023 to 5th June, 2023, more than 20 teachers and 300 students of the college participated in the ‘Lifestyle for the Environment’ pledge organized by the Ministry of Environment Forest and Climate Change, Government of India and pledged to adopt lifestyle changes for a better environment.

During the last 5 completed academic years, the college has set itself as a forerunner of activities promoting an organic understanding of environment and environmental concerns. Some of the notable

measures initiated by the college include:

Setting of Garden with Nasa-recommended Air-purifying Plants: A garden with NASA-recommended air-purifying plants was set up by the Extension Activity Cell of the college in June, 2022 on the eve of the World Environment Day. The garden, planned in keeping with the theme of the year, “Only One Earth,” sought to contribute to the air quality of the area in addition to spreading awareness amongst students about the inevitability of green plants for a clean, sustainable planet.

Installation of Air Quality Monitoring System: To help monitor the level of PM 2.5 (Particulate Matter of Size 2.5 micrometres or smaller) and other dominant pollutants in the atmosphere, the college, in collaboration with IIT, Kanpur, has set up a PM 2.5 Monitoring Sensor in front of the Office of the Principal. The reports generated by the sensor helps IIT, Kanpur in its project of monitoring and improving the air quality in Guwahati.

Food-waste Monitoring System: As a way of educating the young learners of the college on reducing food-wastage, a food-waste monitoring system has been started in the college canteen from 13th July, 2022. Under the system, the waste food generated in the canteen at the end of each day is weighed and displayed on a board placed outside it the next day. A rough estimate of how many needy people such wasted food could have fed is also displayed so as to spread awareness against recklessly throwing away food.

Anti-plastic Campaigns and Declaration of Plastic-free Campus: The college is strictly committed towards banning the use of single-use plastics within and beyond the campus. The college administration served an official notice on 4th June, 2022 which completely banned the use of single-use plastics within the campus. A Standard Operating Procedure (SOP) on “Prevention, Regulation and Management of Plastic Waste at Dispur College” was adopted on the same day, which was then revised on the 1st of February, 2023, owing to amendment of the Government of India’s Plastic Waste Management (Amendment Rules), 2022.

Distribution of paper/jute bags in the college vicinity: On the 2nd of April, 2022, the NSS unit of the college organized an awareness drive on “The Use of Paper Bags” at Ganeshguri market area, Guwahati. As part of the campaign, paper bags were handmade by NSS volunteers and distributed to shopkeepers and customers alike of the area.

The Extension Activity Cell of the college donated 300 jute bags bearing the college logo amongst shopkeepers as well as mobile pavement vendors of the Ganeshguri locality on 10th April, 2022. Student representatives from the college met the traders and customers who were present at the time and spread the message of environmental protection and preservation by urging them to minimize and eventually altogether stop their use of single-use plastics.

Tobacco-free zone: The college has been consistently working to spread awareness on the adverse effects of tobacco on health and the environment. Recognizing the initiatives of the college, the District Tobacco Control Cell, Directorate of Health Services (Family Welfare), Kamrup (M), Assam awarded the status of ‘Tobacco-free Zone’ to the college on 31st May, 2022, the World No Tobacco Day.

Cleanliness Drives: During the past 5 academic years, the college has conducted a total of 15 cleanliness drives. These drives have been conducted within the campus as well as in the vicinity areas of the college to promote awareness on the necessity for a clean, green and hygienic planet.

Tree Plantation Drives: A total of 10 tree plantation programmes have been organized by the college over the last 5 years.

Awareness Programmes: Apart from the above listed activities, the college has conducted 10 awareness programmes, including competitions on environment and environmental problems during the last 5 years.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

At Dispur College, we understand the importance of holistic development. Alongside our rigorous academic curriculum, students are encouraged to access a wide range of extracurricular opportunities, including clubs, sports, and cultural activities. From participating in initiatives like NCC, NSS, Scouts & Guides to showcasing their talents in various competitions, our students are empowered to explore their passions and enhance their skills beyond the classroom.

Our college is proud to have students who have excelled in state and national sports, cultural, and extracurricular activities, bringing glory not only to our college but also to our state. For instance, The Dispur College Boys Football team recently clinched the Championship Title of the Reliance Football Tournament held at Guwahati, while the Girls team emerged as the runner-up in the Reliance Foundation Football Tournament. Additionally, our cricket team achieved a remarkable feat by securing the first position in a tournament held at the campus field of SITM, Garchuk.

Furthermore, our dedication to cultural excellence is evident in our accolades at events such as the Assam Book Fair, where we won the 1st prize for Bihu Dance and the 4th prize as a team at the Cultural Show Competition in 2023.

We take pride in nurturing a gender-equitable and inclusive environment, where every student has the opportunity to thrive. Facilities such as separate washrooms for transgender students, seat reservations, and free admission for needy transgender students, along with initiatives like the Gender Champion Program, demonstrate our commitment to fostering inclusivity.

Our institution also prioritizes intellectual enrichment through a myriad of seminars and workshops. Over the past five years, we have hosted more than 120 seminars and workshops, both nationally and internationally, providing invaluable exposure to our students. Events like the South East Asian Cultural Confluence, South East Asian Cultural Conclave, and the ICSSR Sponsored International Seminar have been attended by foreign delegates, enriching our students' learning experiences.

Additionally, Dispur College has embarked on a journey of literary contribution, having recently published around 12 books. These publications not only benefit our students but also contribute to the broader societal discourse.

Concluding Remarks :

Our aim is to foster the holistic development of every student, empowering them to confidently navigate their future endeavors and contribute meaningfully to society. We recognize that the success of our institution hinges not on the efforts of one individual, but on the collective contributions of our entire community.

As Rabindranath Tagore wrote, "Where the mind is without fear and knowledge is held high," we remain steadfast in our commitment to nurturing fearless, enlightened minds who will lead our nation towards progress and prosperity.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>580</td> <td>495</td> <td>477</td> <td>520</td> <td>533</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>253</td> <td>248</td> <td>222</td> <td>239</td> <td>333</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>580</td> <td>535</td> <td>535</td> <td>530</td> <td>570</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>253</td> <td>248</td> <td>222</td> <td>239</td> <td>333</td> </tr> </tbody> </table> <p>Remark : DVV has considered the supporting document and made changes accordingly.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	580	495	477	520	533	2022-23	2021-22	2020-21	2019-20	2018-19	253	248	222	239	333	2022-23	2021-22	2020-21	2019-20	2018-19	580	535	535	530	570	2022-23	2021-22	2020-21	2019-20	2018-19	253	248	222	239	333
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3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>3</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	12	3	0	1	1	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0																				
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0	0	0	0	0																																					

Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	6	5	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	2	3	5	1

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	69	33	30	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
83	34	28	25	7

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
48.42	10.44	12.31	16.34	11.89

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24.56	1.70	2.14	8.82	1.73

Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	5	4	2	2

Answer After DVV Verification :

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

12	2	4	1	1
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Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	22	0	26	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	33	0	26	23

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	70	22	3	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	50	19	09	03

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	32	32	32	32

Answer After DVV Verification :

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

30	32	32	32	32
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Remark : DVV has considered the supporting document and made changes accordingly.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations