SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

HANDIQUE GIRLS' COLLEGE

HANDIQUE GIRLS COLLEGE, DIGHALIPUKHURI WEST, PANBAZAR
781001
www.hgcollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Handique Girls' College is located on the banks of the historic water body of Dighalipukhuri, in the heart of Guwahati city. This College was founded in 1939 by Late Rajabala Das, who became the first Principal of the College. Her conviction that women would have to be empowered through education to take part in the nation-building process, gave her the determination to overcome the many obstacles that stood in the way of establishing a college for women in pre-independence India. Her memoir records the difficult path she had to tread, duly acknowledging the generous support she received from the great philanthropist, Late Rai Bahadur Radhakanta Handique, in setting up the College. Today, eighty years later, Handique Girls' College continues to pioneer women's education in northeast of India, holding on to the cherished ideals of its founder. It retains its single-gender character, firm in the belief that as long as women's voices continue to be marginalised, a women's college will have relevance as an empowering space for women.

During its early years the College was affiliated to the Calcutta University but after establishment of the Gauhati University in 1948, it became affiliated to the latter University. It is a provincialized college under the Government of Assam and is recognized by the UGC under section 2(f) and 12 (B) of the UGC Act.

The College, through its twenty teaching departments, offers undergraduate programs in Arts and Sciences along with a 3-year program in Computer Applications. It also runs postgraduate degree programs in Assamese, Botany, Chemistry and Zoology, and a postgraduate diploma program in Computer Applications. Faculty members, registered as research guides, also supervise Ph.D. students. The Choice Based Credit System was introduced at the postgraduate level in 2016 and at the undergraduate level in 2019.

The College today has 2325 students enrolled in its undergraduate and postgraduate programs. The students who enrol in the different programs represent a broad spectrum of ethnic, linguistic and economic backgrounds. This diversity is a valued aspect of the College's identity and it contributes to enriching the learning environment.

Vision

The Institutional Vision is "to contribute towards creation of a tolerant, equitable, enlightened and humane society."

Mission

Mission: Enrichment of society through a holistic education for women

The College fulfils its mission by seeking a balance between the academic curriculum and co-curricular activities to provide a holistic and enriching educational experience.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths

1. An all-women's college that provides an empowering learning space for women.
2. A strong academic reputation built over a period of eighty years.
3. Inclusive institutional environment that encourages diversity.
4. Undergraduate and Postgraduate Programs of study.
5. Twenty teaching departments with dedicated faculty.
6. Encouragement and opportunities for co-curricular activities.
7. Student support services for academic, personal and career support.
8. Academic and residential campuses located in the heart of Guwahati city with excellent connectivity.
9. Affordable education that enhances access.
10. Decentralization and transparency in administration.
11. Cordial student-teacher relations.

Institutional Weakness

Weaknesses

1. Limited campus area with the constraints of space hampering growth of physical infrastructure and expansion plans.
2. Inability to meet the demand from students for residential accommodation.
3. Limitations of space that seriously hampers sports activities in the campus
4. Long-standing vacancies in teaching and non-teaching posts, creating a situation where temporary appointments have to be made, draining the College's resources.
5. Instability arising out of temporary appointments.
6. Shortage in the number of permanent teaching and non-teaching posts.
7. Infrastructural and regulatory obstacles in the introduction of new courses and programs of study.
8. Inability to harnesses renewable energy resources.

Institutional Opportunity

Opportunities

1. Obtain advantage from the national emphasis on women's education and articulation in the draft National Education Policy, 2019 of the objective of holistic education, which is aligned to the college's vision, to sustain the single-gender character of the College and help in its growth.
2. Enhance diversity to gain the benefits from diversity-related experiences.
3. Increase community interaction and social outreach to raise Institutional visibility.
4. Leverage ICT to take optimum advantage of the technology-enabled learning space.
5. Explore interdisciplinarity to develop new programs and courses of study and widen the academic choices available to a student.
6. Build inter-institutional linkages for collaboration in learning and research.
7. Forge Industry –academia linkages to support initiatives for skill development, entrepreneurship, innovation and research.

Institutional Challenge

Challenges

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

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Handique Girls' College follows the curriculum of the Gauhati University, it's affiliating University, in all its programs. Faculty members of the College, who are members of the University's Committees of Courses and Syllabi, contribute to the design and updating of the curriculum. But even a good curriculummust be delivered effectively to achieve the learning experience it envisages. This requires the planned deployment of a range of carefully balanced strategies to address the learning needs of the student.

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

A good curriculum must have academic flexibility to meet the learning needs of students and the College has introduced new courses that increase a student's academic choices.The curriculum has also been enriched through a diversity of learning experiences like the Certificate Course from the Women's Studies Cell, the Yoga and Meditation Course, activities built around Environment and Sustainability. These are intended to emphasize the appreciation of cross-cutting issues like gender equality, human rights, child rights, elder care and environmental protection which are often marginalized. The learning of professional ethics, more specifically of academic honesty, is given stress in the undergraduate research activities in the College. This

range of experiences is geared towards the College's mission to provide holistic development to every individual.

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

Teaching-learning and Evaluation

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

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

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

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

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

Research, Innovations and Extension

The College has been pursuing and promoting undergraduate research by accessing grants from governmental and non-governmental agencies. Its Research Cell facilitates and monitors teacher-led student projects across disciplines while the Biotech Hub funded by the DBT has transformed the science research ambience in the college, with students learning to become future researchers, innovators and entrepreneurs. It serves as an incubator for start-ups as it shows students how to translate that great idea into a product or a service. The Hub

also promotes collaboration across departments for interdisciplinary research; the sectors of collaboration have so far been in bio- technology, applied science and pharmaceuticals (mainly with ethnic medicinal plants). The Hub trains students in basic molecular biology techniques, reverse transcription and real time PCR and the basics of bioinformatics.Through its outreach activities it has also been able to spread awareness in the community regarding the importance of hand hygiene and nutrition. The College also maintains an aromatic and medicinal plant garden which contains several indigenous species.

The College consciously adheres to a research code of ethics that applies to all those engaged in research.

The College is conscious that the learning acquired by students and the research they do should be relevant to the community. This is evident in projects assessing'Diversion-based irrigation system of Kamrup', 'Livelihood through Eri-production and marketing' and 'Livelihood profile of piggery business workers of Kamrup'. Students learn to relate their course activities to issues of community concern as they use their training and orientation to understand, evaluate, report on and address a local community problem, through surveys and field visits.

Besides steering student research teachers engage in their own research as evidenced by a decent publication record in journals and books.

Infrastructure and Learning Resources

The College has 43 classrooms and a 150-seater Seminar Hall, a Computer centre with 32 computers fitted with SPSS software and with high-speed LAN connectivity, an ICT classroom, a digital classroom with video-conferencing facility, and an airy and well lighted double-storiedlibrary building (named the Rajabala Das Library) with51693text and reference books, 67 rare books, and subscriptions to 23 newspapers and magazines and 19 journals. The library has 10 computers. It is automated with Integrated Library Management System (ILMS) SOUL 2.0.0.12.The library has also developed its Digital Library cum Institutional Repository with Open Source Software 'DSpace'.It has attractive browsing spaces as well as a Reading Room. Additionally the College premises are fully WiFi enabled.

All subjects with practical components have well equipped laboratories for the UG programs, while the departments of Botany, Zoology, Chemistry and Computer Science have PG laboratories. The Botany, Chemistry and Statistics laboratories are recognized as PhD labs while the Biotech Hub is an advanced level research facility. Many of these facilities have sophisticated equipment essential for their specific purposes.

Providing technology enabled learning spaces is one of the important goals of the College. There are 17 classrooms and 18 departments equipped with LCD projectors and screens, besides computers and scanners in individual departments. E-resources under the INFLIBNET N-List program are accessible and all teachers and students are given their individual User ID and Password to access these.Further, Graph Pad Prism software for statistical analysis has been installed in the Zoology Department.

The College has basketball, volleyball, and badminton courts, table tennis facilities and trekking equipment. A Sports Development Committee looks after all intra-college and inter-institutional sports programs. There are two popular sports clubs - the Football Club and the Adventurous Sports Club. A fully functional and much used Gymnasium Hall has come up with UGC funding while Yoga is taught through camps regularly organized with the nearby Vivekananda Kendra.

There is an organized system and specific committees for overseeing and maintaining all facilities.

Student Support and Progression

Students are supported through both Governmental and institutional scholarships and freeships. Their career concerns, capability enhancement and general well-being are addressed through training for competitive exams, remedial coaching, vocational training opportunities, and career and psychological counselling, while committees for grievance redressal, prevention of sexual harassment and anti-ragging measures take care of the comfort and safety of students.

Students trained in the college progress on to Higher education institutions for careers in academics and research, qualify at state/national/international exams like NET/SLET, GMAT, GRE, TOEFLetc, and state and central civil services. They also participate and excel in cultural activities and sport and many go on to careers in these fields.

The Student' Union is an important platform for students to take up and learn about academic and administrative responsibility. It is an elected body of student representatives formed through an annual election. It has a constitution based on the Lyngdoh Committee Report which was adopted on 03/09/2011. Its activities include organization of the annual inter-college debate competition, various college functions like the annual College Week, Republic Day and Independence Day, Yoga Camp and Saraswati Puja. It also coordinates participation in the Youth Festival held annually by the affiliating university.

Students are represented in almost all statutory bodies of the college like the IQAC, Planning Committee, Library Committee, Anti-Ragging Committee, Student Grievance Redressal Committee etc. Many decisions are taken in consultation with the students who are acknowledged as significant stakeholders in maintaining the character and traditions of the College.

A related aspect of student progression is the participation of many eminent alumni who take interest in its development, contribute financially by instituting awards for students, lend their expertise through workshops on theatre, storytelling and music (where the college alumni have risen to eminence), through lectures where they share their life experiences and act as role models for the young students, and teach students by example about the possibilities that opened up for them following education in the College.

Governance, Leadership and Management

The College's Vision and Mission infuse all aspects of Institutional function. The Governing Body which is the apex authority in the College leads in setting the institutional priority of providing a holistic education and institutional governance focuses on achieving this. Ownership of the institutional priority by all stakeholders, which is essential to fulfilling the institutional vision, is ensured through a decentralization of management that encourages stakeholder participation.

Decentralization of management is achieved through a system of College Committees that engage with various aspects of institutional function. The Perspective Plan of the College sets goals for the overall development of the College and the importance of the Committee system can be seen in the achievement of the set goal of successful implementation of library digitization by the Library Committee.

The basic administrative setup of the College is in the Principal's office and has two sections: General Administration and   Accounts. All College matters, including matters pertaining to staff, are processed in the Principal's office.

The College has, within its constraints, implemented welfare measures for its employees. Teachers and non-teaching are encouraged in their professional development in an effort to improve institutional functioning. There is a performance appraisal system for both teaching and non teaching staff that has bearing on their career advancement.

The College is largely dependent on student fees and Government grant for its financial resources and also manages to mobilize some fund on its own. Fiscal discipline is monitored through internal and external audits.

The IQAC plays the lead role in implementing quality initiatives and is responsible for the review of academic functioning. It also takes forward the post accreditation quality initiatives which are based on the previous NAAC Peer Team report.

Institutional Values and Best Practices

The College has adopted respect for learning, gender equality, diversity and inclusivity and integrity as its core values and these are displayed in its website .Upholding the value of Gender equality is given much importance in the College and awareness about issues of gender equity are created by organizing programmes on Laws relating to Women, Access to free Legal Aid, Women's health and LGBTQ issues to name a few. The College also ensures that gender sensitivity informs all institutional functioning.

The College recognises its responsibility toward the environment and the need to promote sustainable use of resources. While options for harnessing renewable energy sources are being explored, steps have been initiated to save on electrical energy by gradually replacing fluorescent and incandescent lights with LED lights and ensuring procurement of energy efficient equipment.

Other green practices that are encouraged include the use of environment-friendly transportation, reducing the use of paper, abandoning use of plastic and undertaking tree plantation. Rain water harvesting measures need to be restored and augmented.

 The College has also initiated measures to facilitate the access of the Divyangjan (differently-abled) to facilities within the campus but more remains to be done in this area.

The College interacts with the community through different activities.

The College has codes of conduct for its students, teachers, principal and the governing body that support upholding of institutional values. It maintains complete transparency in all aspects of Institutional functioning.

Activities are organized that instil national pride and develop social awareness in students. The College has also implemented two institution-wide practices it that it considers being its best practices. These are 'Capacity building of students for accessing online systems' and 'Fostering undergraduate research', both of which touch the large majority of students and have succeeded in making a positive contribution to the quality dimension of the Institution.

Finally the College takes pride in its success in implementing its mission of providing a holistic education which has seen women, empowered through the education they receive in the College, making significant contribution to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HANDIQUE GIRLS' COLLEGE
Address	Handique Girls College, Dighalipukhuri West, Panbazar
City	GUWAHATI
State	Assam
Pin	781001
Website	www.hgcollege.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	UTPAL DUTTA	0361-2970214	9401151236	-	hgcollege75@gmail.com
IQAC / CIQA coordinator	BANDANA NABIS DAS	-	9864033663	-	bnabisdas@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	16-07-1939

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Assam	Gauhati University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-06-1956	View Document
12B of UGC	18-12-1995	View Document

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

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Handique Girls College, Dighalipukhuri West, Panbazar	Urban	2.016	10361.9

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Assamese	36	HSSLC	English,Assamese	60	59
UG	BA,Bengali	36	HSSLC	Bengali	20	8
UG	BSc,Botany	36	HSSLC	English,Assamese	48	48
UG	BSc,Chemistry	36	HSSLC	English,Assamese	36	36
UG	BCA,Computer Science	36	HSSLC	English,Assamese	36	34
UG	BA,Economics	36	HSSLC	English,Assamese	84	84
UG	BSc,Economics	36	HSSLC	English,Assamese	10	7
UG	BA,Education	36	HSSLC	English,Assamese	48	48
UG	BA,English	36	HSSLC	English	78	78
UG	BA,Hindi	36	HSSLC	Hindi	30	27
UG	BA,History	36	HSSLC	English,Assamese	84	84
UG	BSc,Home Science	36	HSSLC	English,Assamese	12	12
UG	BA,Home Science	36	HSSLC	English,Assamese	25	23

UG	BA,Mathematics	36	HSSLC	English,Assamese	5	4
UG	BSc,Mathematics	36	HSSLC	English,Assamese	35	34
UG	BA,Political Science	36	HSSLC	English,Assamese	72	72
UG	BA,Philosophy	36	HSSLC	English,Assamese	55	54
UG	BSc,Physics	36	HSSLC	English,Assamese	40	34
UG	BA,Psychology	36	HSSLC	English,Assamese	24	24
UG	BA,Sanskrit	36	HSSLC	Sanskrit	30	13
UG	BSc,Statistics	36	HSSLC	English,Assamese	20	9
UG	BSc,Zoology	36	HSSLC	English,Assamese	48	48
UG	BA,General	36	HSSLC	English,Assamese	100	81
UG	BSc,General	36	HSSLC	English,Assamese	45	43
PG	MA,Assamese	24	TDC	Assamese	20	20
PG	MSc,Botany	24	TDC	English,Assamese	8	8
PG	MSc,Chemistry	24	TDC	English,Assamese	15	15
PG	MSc,Zoology	24	TDC	English,Assamese	15	15
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Science	12	TDC	English,Assamese	20	7

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				36				54
Recruited	0	0	0	0	12	24	0	36	14	28	0	42
Yet to Recruit				0				0				12
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				39
Recruited	0	0	0	0	0	0	0	0	10	29	0	39
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				32
Recruited	17	3	0	20
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	21	3	0	24
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	8	19	0	12	20	0	59
M.Phil.	0	0	0	1	1	0	4	11	0	17
PG	0	0	0	12	24	0	14	28	0	78

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	10	29	0	39

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	12	2	0	14

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
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	7	0	0	0	7
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	2151	61	0	0	2212
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	106	0	0	0	106
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	72	67	68	66
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	154	139	144	142
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	278	257	146	143
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	525	498	610	596
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1029	961	968	947

3. Extended Profile

3.1 Program

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

Response: 114

File Description	Document
Institutional Data in Prescribed Format	[View Document]

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
06	06	06	06	06

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2324	2221	2266	2324	2293

File Description	Document
Institutional Data in Prescribed Format	[View Document]

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

2018-19	2017-18	2016-17	2015-16	2014-15
541	504	377	368	375

File Description	Document
Institutional data in prescribed format	[View Document]

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

2018-19	2017-18	2016-17	2015-16	2014-15
626	670	672	743	654

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
117	117	115	116	114

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

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

2018-19	2017-18	2016-17	2015-16	2014-15
117	117	115	116	114

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

3.4 Institution

Total number of classrooms and seminar halls

Response: 44

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

2018-19	2017-18	2016-17	2015-16	2014-15
104.44	113.37	166.21	95.68	100.49

Number of computers

Response: 135

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The IQAC coordinates the initiatives of the Institutional Planning Committee, the Academic Committee and teaching departments towards effective curriculum delivery. The essential features of this co-ordinated effort are as follows:

The Academic Calendar: It is the student's guide to the College's schedule of curricular and co-curricular activities.

The Class Routine: It helps teachers and students prepare for effective classroom interactions and plan out of class learning activities. It is constantly reviewed to optimize student engagement.

Lesson Plans: Lesson Plans are prepared by individual teachers detailing learning activities to meet course objectives. Heads of teaching departments monitor the implementation of the lesson plan.

Classroom Interactions: In classrooms, the conventional chalk and board method is supported by the use of multimedia tools in constructing a learning experience that is engaging. Tutorial classes address specific learning points, which require additional attention.

Curriculum enrichment: The college has a mission to holistically develop every individual and this is reflected through the curriculum. While aiming at this the institute provides facilities for student projects, interdisciplinary teaching and invited lectures that enriches learning experiences of the students. Internships are facilitated and opportunities are created for students to take part in field trips, excursions, nature walks and adventure activities. Debating, drama and poetry workshops also add to the educational experience of students. Add-on programs like- Yoga and Meditation, Women Studies are offered by the college for student empowerment. Environmental Studies is a mandatory curriculum component in the syllabi approved by the University.

Monitoring: Monitoring of learning is through class tests, home assignments, group discussions and seminar presentations. Classroom discussions and the participation of individual students reveal student's understanding of important learning points. Monitoring helps in planning the remedial learning support for students who need it.

Assessment and Reporting: The Examination Committee plans and conducts the Sessional and End-semester examinations of the Gauhati University. The students have access to the sessional answer scripts. The end semester examination results are declared by the Gauhati University. A Progress Monitoring Card records level of engagement of the students with the curriculum.

Feedback: Student feedback on the curriculum is obtained with the help of the format designed by NAAC

for evaluation of the course and teaching. Structured formats have also been introduced to obtain student feedback on academic grievances and record appreciation of teaching. Similarly feedback from teachers, alumni and parents are also collected.

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

Faculty Skill Building: Workshops are conducted to build faculty skills in areas like use of ICT and Mentoring for effective curriculum delivery.

All the activities detailed above are aligned to help students achieve the disciplinary learning outcomes and also acquire cross-curricular skills.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 2

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	1	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 2.59

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	00	00	01

File Description	Document
Details of participation of teachers in various bodies	[View Document]
Any additional information	[View Document]

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 3.51

1.2.1.1 How many new courses are introduced within the last five years

Response: 4

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	[View Document]
Details of the new courses introduced	[View Document]

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 66.67

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 4

File Description	Document
Name of the programs in which CBCS is implemented	[View Document]
Any additional information	[View Document]

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

Response: 13.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
493	377	503	180	16

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Cross cutting issues are emphasized in the various learning opportunities that the College creates, in the classroom and outside it, for its students.

- Students acquaint themselves with gender issues through a **Certificate Course on Women's Studies** that the Women's Studies Cell of the College conducts for the sixth semester students. This course, of 18 contact hours, focuses on the social and cultural construct of gender, issues of gender and patriarchy, gender-power relations, domestic violence, women empowerment and sexual harassment in the work place. Deliberations on topics like RTI, soft skill development and career choices find place in the course which is inherently interdisciplinary. Also in a confidence building exercise, participants are acquainted with the basic techniques of self-defense.

- Human values find emphasis in the College's encouragement of the practice of Yoga. The Department of Philosophy organizes an annual **Yoga and Meditation Course,** of 30 hours duration in collaboration with Vivekananda Kendra, Guwahati. The course includes lectures, demonstrations, meditation, and practice. Its objective is to generate an appreciation of the place of yoga in philosophy, which incidentally is also a curriculum topic for Philosophy students. The practice of Yoga is popularized by observing the International Yoga Day on June 21. The inculcation of human values is also stressed in workshops and student interactions conducted by the 'Art of Living' Foundation in the College. Again, the **Kasturba Gandhi Memorial Trust, Assam** has conducted workshops in the College on 'Preparing young girls to Volunteer for Constructive Work' and the 'Relevance of Mahatma Gandhi in North Eastern India in the present times'. The College also collaborates with different organizations to sensitize students on issues of Human Rights, Child Rights and Elder Care.

- Environmental Studies is a curriculum component for students in the College. Beyond the mandatory curriculum component, students engage with environmental issues through the **College Eco Club** which is a part of the **National Green Corps**, a major initiative of the Ministry of Environment, Forests and Climate Change, Government of India, for creating environment awareness. Programmes like **World Ozone Day** and **'Swachhta Hi Seva'** were also observed. Further opportunities for engagement with issues relating to the environment and conservation are facilitated by linkages that the College has built with the **WWF** and **Aaranyak**, an NGO. The College also observes **World Environment Day,** conducts Field Trips, Nature walks, Trekking, Bird Watching trips and Wildlife Photography competitions from time to time promoting environmental awareness.

- Students from the College have also been a part of the '**Assam Biodiversity Portal**' initiative of the Assam Project on Forest and Biodiversity Conservation Society in collaboration with **Assam Forest Department** and **Assam State Biodiversity Board**.

- Another approach that the College takes to integrate societal concerns in learning is through intensive drama workshops. The workshop sensitizes the student participants with the use of the craft of theatre to emphasize contemporary issues.

- The integration of cross-cutting issues in student learning is the first step in mainstreaming these issues which are often marginalized.

File Description	Document
Any Additional Information	[View Document](#)

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 1

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 01

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 6.28

1.3.3.1 Number of students undertaking field projects or internships

Response: 146

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A.Any 4 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 2.09

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
61	48	60	49	21

File Description	Document
List of students (other states and countries)	[View Document]
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 94.62

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1028	960	967	946	943

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1117	1006	1022	967	1012

File Description	Document
Institutional data in prescribed format	[View Document]

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
541	504	377	368	375

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The college aims at ensuring supporting system for slow learner as well as advanced learner to assess their academic needs and levels of preparation in order to improve student achievement. Every year after admission, each teaching department of the college divides the newly admitted students into groups and assigns a teacher-mentor to each group. The mentor has one-to-one interaction with the mentees and uses this opportunity to assess the academic competence level of each student.

Slow Learners:

- **Mentoring**: Interactions in the classroom allow an assessment of the different learning needs of the students. Mentoring sessions, orientation and competition in various literary fields are organized to address the academic needs of students.
- **Tutorial and remedial classes:** Based on the assessment done during mentoring, the mentors advise the slow learners to attend tutorial and remedial classes for which provisions exists in the routine of the Department. Motivational sessions are organized for the first year students which help them focus on their goals.
- **ICT Enabled Teaching** is in practice to make classes more exhaustive and thorough. Teachers make the best use of ICT in the classrooms. It is found that visual presentations and use of visualizers help the weaker students to imbibe the concepts of the topics and enhance their ideas.

Advanced Learners:

- The advanced learners get an opportunity to improve on various skills through **Certificate Course on Women's Studies**. The college also offers an **Add-On course** on **Spoken Tutorial (FOSS)** project to teach students use of Open Source Software and these advanced learners also have

access to a 6 Months Certification Course for Computer Basics and Office Automation.

- **Group Study:** Studying in groups was initiated as it was found to be innovative and creative and also helped peer learning. While forming the groups two advanced learners along with three to four slow learners were clubbed together. Topics related to the syllabus and modern trends are selected, discussed and finally compiled in the form of a presentation, wherein the weaker students get the support of the better ones in understanding the concept of topics. They also get the opportunity for an inter group interaction.
- **Enrichment Programme**: The advanced learners are selected by the Department to attend workshops, seminars, internships and students' exchange programmes organised by other educational institutes and professional bodies. The College funds a scheme known as Teacher Led Students' Project in which the brighter students, assisted by a faculty member of the respective discipline formulate a minor research problem and seek an answer to the problem. The exercise provides the students an exposure to the frontiers of their chosen discipline as well as the rigor of scientific research methodology.
- **Students as Facilitator:** This is an initiative of the college where the better equipped students from the Computer Science department (BCA) are engaged as Students' Facilitator to assist/ guide other students in the newly implemented online examination form fill-up process of the affiliating university.This is an instance of peer learning.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 19.87

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.09

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

1. **Experiential learning:** Planned opportunities for experiential learning are created for students helping them to find meaning in their learning and discover their abilities. The dramatics society "Bohemian Souls" supports students of English literature in relating to their readings through play acting and play reading. For other students, opportunities to learn through dramatics are available through drama workshops. The "Astronomy Club" of the Department of Physics encourages students to delve into the realm of celestial objects and contextualize information regarding the evolution of the planet and its life forms. The Chemical Society of the college aims at popularizing chemistry through lectures, publication of popular articles in the form of books and chemagic shows, etc.. In Economics, students learn through case studies and involve in livelihood generation activities undertaken by women's Self Help Groups. Students of Political Science elect their representatives using the "first past the post" system as well as "proportional representation", learning first-hand about electoral practices in India. Students from different departments, intern with the Assam Legislative Assembly getting an insight into legislative practices. The "Cafeteria Training" in Home Science gives students a hands-on experience of running a cafeteria. Students also learn Pre-school management by planning and implementing curriculum for pre-school children. The Biotech Hub organizes workshops, training programmes and outreach activities that provide students with the opportunity to advance their learning. Service-learning and community based research opportunities give students a chance to engage with the community and learn about gender issues, human rights, livelihood issues and environmental problems. The Field and Lab based Projects are yet another route of experiential learning for the students. The college organizes educational excursions and field visits for on-site learning. Students visit various industrial houses, places of historical importance, cultural and natural heritage sites, and research institutions.

2. **Participative learning:** Classroom teaching is sought to be interactive sessions between faculty members and students. Most teaching departments regularly hold group discussions, quizzes and seminars in which the students as well as teachers learn from one another. The College has student exchanges with neighboring institutions in which a group of students either visit another educational institution or receive their counterparts from other institutions for a few days. It helps students learn from their peers from a different social yet similar educational background. Projects and field works are also avenues for both students and teachers to learn together.

3. **Problem solving methodologies:** Teacher-led Students' Project and curriculum-based projects encourage students to articulate a problem and systematically seek an answer. They learn the method of research and also to negotiate problems in their search for an answer. The students are expected to present their findings in departmental seminars where they can be debated. Again, group discussions in departments provide a platform for sharing information, discussing alternatives and reaching a consensus on a topic, helping learn problem solving skills.

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 64.1

2.3.2.1 Number of teachers using ICT

Response: 75

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 25.26

2.3.3.1 Number of mentors

Response: 92

2.3.4 Innovation and creativity in teaching-learning

Response:

The College fosters creativity among students as well as teachers through hands-on practical on economic activities in society such as entrepreneurship and management, waste recycling, value addition to ordinary and discarded materials through hand-made items and preparation of food items in exhibition-cum-sale held in the College premises. The teachers and the students explore the endemic flora for natural extracts for use as dyes and chemical indicators; use standard electronic devices for diverse operations such as amplifiers and different types of transducers, synthesis of semi-conductor nano-materials using low-cost, environment friendly biological reagents available in the College campus, and use sophisticated hardware and software to design and develop new systems. The institution also organizes workshops for students in emerging areas of information technology, bioinformatics and biotechnology.

Our college magazines, wall magazines, departmental newsletters (Hortus, Uttaran), Journal (Vision) are utilized as a space for participatory learning through which students express their innovative and creative ideas not only on syllabus based issues but also topics from multiple perspectives are covered in the form of images, translating and writing articles depicting modern trends etc. Poster making and handicraft exhibitions on some emerging issues along with prescribed tools also help in displaying the critical thinking and aesthetic potential of the students.

The Teacher- led Students' research projects, among others, also test the innovative and the creative side of the supervisors as well as the students in design and the execution of the research problem.

Community services by both teachers and the students presents a unique learning platform in which, the participants engage with a community concern, using the tools of a discipline to develop understanding of the problem and relate it to their curricular learning. Problems taken up in these community-based work include economic disparity, illiteracy, underemployment, unemployment, gender inequality, health,

hygiene and malnutrition.

File Description	Document
Any additional information	

2.4 Teacher Profile and Quality

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

Response: 89.91

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 48.51

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
60	59	58	54	50

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	

2.4.3 Teaching experience per full time teacher in number of years

Response: 15.24

2.4.3.1 Total experience of full-time teachers

Response: 1782.6

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 4.32

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	2	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0.31

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	1	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

1. Class tests, writing assignments, seminar presentation, group discussions are all tools for continuous internal evaluation of students, used by teachers in the College. The assessment from CIE is formative in nature.
2. These evaluation strategies are planned for by individual teachers who use the Academic Calendar and Class Routine to schedule these activities.
3. An evaluation is ideally designed so that every student in a class has an opportunity to achieve a degree of success, which in turn enthuses learning and this finds reflection in an improvement in subsequent test scores.
4. Each evaluation also includes challenges for high achieving students.

5. Transparency in evaluation is maintained with students having access to their marked papers and an opportunity to seek re-evaluation; this builds confidence in the system.

6. The use of multiple evaluation strategies means that students can display their learning achievements through the strategy with which they are comfortable.

7. To support the CIE activities, faculty competence is addressed through workshops on Question-preparation and training in use of ICT tools

8. Sessional examinations which are conducted by the College as per the guidelines of the affiliating university are also a form of internal evaluation

9. Re-examination for sessional examinations has been initiated for students unable to sit due to genuine causes.

10. The college's examination committee has brought out a Examination SOP for smooth functioning of the examination processes

11. Student's Progress Monitoring Card is available in each department wherein the the record of attendance, and academic work of a student is maintained and the report is informed to the parents/guardians

12. The Examination Committee keeps record of all Answer scripts and loose sheets and other documents centrally.

13. A web portal for MCQ test has been developed for the students of Computer Science.

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Academic assessment is made to monitor and aid the students' progress after completion of the prescribed syllabi. The College allows each department to carry out internal evaluation of its students at regular intervals through a variety of methods such as unit tests, sessional examinations, home assignments, group discussions, project works, field works and seminar presentations. The outcome of the course that a student undergoes can be assessed by considering these parameters as performance indicators.

Method of Academic Assessment: Question patterns are set with varying weightage to assess the multiple levels of intelligence and skills. Model question papers of the university examinations are made available in the library to help them prepare better for the examinations. The date and time of examination are communicated to the students via college website and notice boards. The portions to be covered for the tests are announced in advance and questions are prepared only on those portions that are covered in the class. The head of the department submits the question papers to the convenor of the exam branch after the teacher prepares it.

Transparency in Academic Assessment: The college conducts the examinations as per the University rules and regulations with the invigilators and the AOCs closely monitoring the process. Once the tests are done the papers are allotted to the teachers for valuation. Impartial method of assessment is followed. When the valuation is over answer scripts are given back to the students for scrutiny. The teacher discusses the question papers with their answers in the class giving the students a chance to revise the portions. Once the students are satisfied with the marks awarded to them, the internal assessment marks are sent to university for inclusion in the end semester examination Marksheet issued by the University.

Mechanisms to make Assessments more Vigorous and Robust:

- Proper Information on the status of attendance before the sessional examinations is taken stock off and the student having shortfall in their attendance is informed well ahead for rectifying.
- Discussion on student performance in assignments and tests in the class.
- Marks for Assignments are given on the basis of contents and submission criteria.
- Students get their corrected answer scripts for cross checking.
- Conduct of retests
- Display of result on the notice board
- Timely and fair management of complaints
- Student's Progress Monitoring Card is available in each department wherein maintenance of the record of attendance and academic work, duly signed by the parents/guardians is kept.
- The departments organize Parent–Teacher meets where parents are informed about the academic performance of their wards.
- The departments take the views of the parents regarding evaluation and curriculum transactions, and try to implement them.

File Description	Document
Any additional information	View Document

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

Response:

Internal evaluation:

The internal evaluation system of the College, as described in the Metric 2.5.2, is fairly transparent and efficient with adequate checks and balances. Students feeling aggrieved have the option of taking up the matter with the Heads of the respective departments. In addition to that the College has a Grievance Redressal Cell, which maintains a Complaint Box in the College premises. Students can lodge their complaints in writing on any issue, including internal evaluation process, and drop the application in the box. The box is periodically checked by the members of the Cell, however, no grievance on internal evaluation have been reported to the college authority.

External evaluation:

However, the college authorities regularly receive three types of examination related grievances from the students regarding the external evaluation carried out by the University. These are issues related to: (i) under-marking, (ii) students shown as absentees by mistake in one or more papers and (iii) mistakes related to name of the candidate or the subject opted for.

Whenever any such discrepancies occur students approach the College Examination Committee, which immediately processes the matter for onward transmission to the Controller of Examinations of the University through the Principal of the college. The Committee pursues the matter on priority basis until

the grievance is redressed.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The College prepares an Academic Calendar for each academic session. The Academic Calendar contains the schedules of classes, sessional examination, College functions and festivals. However, the task of specifying the dates for group discussions, project works, field visits, home assignments are left to individual departments. Faculty members of each department prepare lesson plans for each semester. The lesson plans reflect how each teacher plans to transact the curriculum and evaluation. Copies of lessons plans are displayed in the notice boards of the individual departments at the beginning of each semester.

The College academic calendar and the lesson plans prepared by the teachers ensure smooth and timely conduct of not only the continuous internal evaluation (CIE) but they also help in the timely completion of all curricular and co-curricular activities envisaged by the College for its students.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The mission of the college is enrichment of the society through a holistic education. Keeping this as the basis the college through the courses offered commits itself towards imparting quality education and undertakes capacity building initiatives that helps approaching newer horizons leading to specific outcomes. The college thus helps the students contribute towards the creation of a tolerant equitable and enlighten society which reflects in the vision of the college. The principal holds meetings with faculty members from time to time to assess the progress.

At the beginning of the new academic session "Induction Day" is held where the stakeholders are briefed about the vision and mission of the college along with learning outcomes and evaluation process.

Lectures and motivational sessions are conducted during the year to keep the students focused in their learning outcomes.

Being an affiliated college under Gauhati University the college adheres to the framework of the university in progressing with the Undergraduate curriculum (both major and general course) for their three year programmes of Arts and Science and Post graduate courses.

Routine at the beginning of the semester is designed so that the courses can be covered smoothly and effectively.

The departmental Heads monitor the progress of the topics in the syllabus covered by each teachers.

In each department faculty members convey course outcomes and programme outcomes through Parent-Teacher Meetings held regularly and is found to be an effective platform for sharing informations.

Internal assessment marks are displayed in the departmental notice board and the students have an easy access to their answer scripts.

End semester results are displayed by the affiliating university in their website.

The desired outcomes of the programmes run by the college are displayed in the college website and their essence are also reflected in the Students' Charter, which is displayed in College premises, as well as the College prospectus.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The college has a vision for contributing towards the creation of a tolerant, equitable and enlightened society through holistic education for women. Keeping this as the basis the college through the courses offered commit itself to excellence in higher education on training and building an equitable and tolerant society. Employability and opening up of a newer horizon for higher studies are the specific outcome. The college takes it as its mission to mould and empower the students to be citizens of our nation who can equally participate in the process of decision making in all spheres of life.

Mechanism of Communication:

- In the beginning of the academic year, during the college and department orientation programmes the stakeholders are briefed of the vision and mission of the college with its set objectives, learning outcomes and evaluation process. Besides this, other lectures and motivational sessions are organized round the year to keep the students focused and motivated in their learning outcome.
- The IQAC takes adequate leadership in discussing the learning outcomes with the various departments and suggest remedial measures to achieve the desired results.
- Each department regularly holds staff meetings to review issues pertaining to the syllabus covered by each teacher and other academic matters. Based on the performance of the students in internal assessment, teachers periodically evaluate the effectiveness of their methodologies and appropriate new strategies.
- The detailed syllabi, course outcomes and programme specific outcomes are available in the college website also.

- Attainment of course outcomes and the program outcomes is generally evaluated through variety of internal assessment tools like class test, assignments, class seminars etc. used by the college.

- Records of each student are reflected in the students monitoring card, duly signed by parents/guardians. The semester wise PTA meetings are used as effective platforms to share information on course outcomes in a more convincing manner.

- Students' Card for Academic Grievances and Academic Appreciation are also provided to the students in structured format for effective learning.
- Lesson plan based on the syllabus prescribed by the university is prepared by the teachers.
- Keeping the course outcome in mind the teachers prepare a strategic teaching plan incorporating various elements of learning viz: experimental learning, problem solving methodologies, participative learning etc.
- Proper feedback on lecture delivery and other pedagogical practices are taken from the lapses.
- Records analyzing end semester result are kept in the department and programme wise result analysis reveals how much of attainment is made in terms of programme specific outcomes. If the results are not as desired the Principal of the college holds meetings with the faculty members suggesting remedial measures for improvement.
- Interactive sessions with Alumnae are held from time to time to discuss on career prospects.
- Upgrading laboratories with required equipments and facilities to access e-journals, other web based resources and ICT enabled tools are some of the aids used in the attainment of course outcomes.
- The results of outgoing students and enrolment percentage of students are also indicators of Programme Outcomes and Programme Specific Outcomes.

File Description	Document
Any additional information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 90.73

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 568

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 626

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.95

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 233.24

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.95	20.38	3.05	3.1	205.76

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 6.84

3.1.2.1 Number of teachers recognised as research guides

Response: 8

File Description	Document
Any additional information	[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.41

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 33

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 117

File Description	Document
Funding agency website URL	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The College maintains a constant effort to develop a spirit of innovation through various outreach programs, for creation and transfer of knowledge. The college has a Research Cell to facilitate and monitor research activities in the college. It provides necessary guidance to the faculties in submitting research proposals to UGC and other funding agencies. The college introduced the teacher-led-student research project scheme to foster research environment among the UG students.

The College has an Advanced Biotechnology Hub funded by DBT, which extends facilities for conduct of experimentation in translating innovative ideas for generation of newer products and technology in different areas of bio-science. The main objective is to encourage the students and emerging innovators to develop ideas leading to entrepreneurship development to implement better and efficient technology. For that purpose, the Hub provides assistance to the innovator students and future incubatees by making possible the use of facilities and other amenities available such as work space, laboratory equipment and other paraphernalia, library, computer facilities etc. along with technical guidance by the faculty and administration. With these factors in place the Hub is providing the right kind of ecosystem for translating an idea or invention into a good or service that creates value in business terms in order to further satisfy the needs and expectations of the clients and stakeholders.

The Hub has collaborative programmes with different departments to solve problems associated with experimentation facilities and in launching a start up. Building on its capability, the Hub focus is on areas of Biotechnology intervention in pharmaceuticals, health and hygiene and environment

The work undertakebn by the Hub with a focus to product development includes

- Anti-Microbial Property of *Carica papaya* and *Piper nigrum* against *E. coli* infection.
- Genetic diversity assessment of three different species of *Garcinia*, *Tradescantia*, *Clerodendron* available in Assam by using RAPD towards future study.
- ZnO nanoparticles preparation using *Datura Stramonium* leaf extract in search of anti-microbial properties.

Activity in training programme of the Hub for the students and innovators are:

- Basic molecular biology Techniques.
- Reverse transcription and Real time PCR.
- Basics of Bioinformatics.

Outreach activities of the Hub:

- Awareness programme on Hand Hygiene and on Balanced diet and Nutrition "among school children.

File Description	Document
Any additional information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	[View Document](#)

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0.75

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 6

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 8

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 0.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	1

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The College undertakes various extension activities involving students on regular basis and these are primarily targeted at different communities in the neighborhood. Extension programmes can broadly be categorized into sensitization/awareness, training/ education and endowment activities. Sometimes the college joins with other organisations to generate mass awareness. All these activities are undertaken through various teaching departments, different committees/cells, NSS unit and also from the teachers unit of the college. Extension programmes of the college sensitize students on social issues besides rendering services to the society. Students learn to relate their course activities to issues of community concern as they use their training and orientation to understand, evaluate, report on and address a local community problem, mostly through surveys and field visits. The research projects they undertake reflects this. Two examples of such research projects are "Base-line survey on Socio-economic Conditions of the Adult Neoliterates participating in the Skill Development Programme on Candle Making", and 'An assessment of Livelihood through Eri production and Marketing".

The Biotech Hub through its outreach activities has been able to spread awareness in the community regarding the importance of proper hand hygiene and nutrition.

The institution undertakes plantation programmes on various occasions. Plantation of saplings is done in places like parks, school campus and in the adopted village. Apart from plantation drives, frequent cleanliness drive (as part of the Swachh Bharat campaign) within the college campus, in various public places and in the village are also undertaken. The NSS unit of the college organises special camps in the village, where various awareness programmes on health and hygiene, garbage disposal and cleanliness are carried out. Moreover, by organising poster making competitions, rallies and street plays, etc. the college tries to sensitize students and society at large on critical contemporary issues like discriminations, climate change and health.

Dissemination of knowledge among various sections of the society is one of the primary extension concerns of the college. As part of this the faculty and students of the college engage in teaching in different schools within the city and also in the village. Apart from teaching, science faculty demonstrate science experiments to school students with some also guiding the science projects of nearby schools. The chemical society of the college conducts chemagic shows to popularize science.

In order to sensitize and inculcate Gandhian philosophical principles students are encouraged to take part in workshops like- "Preparing Young Girls to Volunteer for Constructive Work" organised by Gandhi

Smriti and Darshan Samiti, New Delhi and the Kasturba Gandhi National Memorial Trust, Assam.

The commitment of the college fraternity towards society is reflected in various endowment activities like contributing books to the village library and strengthening the infrastructure of some unprivileged schools by donating desks and benches for class rooms.

Organising blood donation camps in the college and time to time blood donation to different patients in the hospitals of the city by the faculty members of the college is a regular feature. The college family annually offers relief to flood affected people.

File Description	Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	1	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 20

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

12-03-2020 04:07:14

2018-19	2017-18	2016-17	2015-16	2014-15
4	8	2	4	2

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 0.09

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	10	00

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

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

Response: 12

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	4	1	1

File Description	Document
Number of Collaborative activities for research, faculty etc	
Copies of collaboration	

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 8

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	1	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	
Any additional information	

12-03-2020 04:07:16

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Teaching-learning facilities:

- There are 43 classrooms and 1 seminar hall.
- The Central computer centre is equipped with 32 Nos. of computer all in LAN and Internet connectivity band width 100 mbps is available to the students and staff. The college library is also equipped with 10 computers.
- One ICT Classroom with an interactive white board and projector.
- A digital classroom with video conferencing and interactive board facilities. The Department of Higher Education, Govt. of Assam has set up the ICT Classroom under ICT @ College Project.
- Campus networking and WI-FI connectivity in college and library under RUSA grant
- Seminar Hall with sitting capacity for 150 persons and a modern acoustic system
- A well-equipped double storied library with a total **51693**text and reference books,67 rare books, 23 nos. of newspapers and magazines and 19 journals, etc..

Departmental laboratories:

- UG Lab: Botany, Chemistry, Zoology, Physics, Home Science, Statistics, Education, Computer Science, Microbiology, Mathematics and Psychology
- PG Lab: Botany, Zoology, Chemistry, Computer Science

Technology enabled learning spaces,

- 17 classrooms equipped with LCD projectors and screens
- 18 departments provided with LCD projectors for classroom teaching
- 2 classrooms with public address systems (Lecterns)
- Every department is provided with computer sets (laptop/desktop) at least one
- 5 departments are provided with i-Ball portable visual scanner.
- The college has in-house/ remote access to e-publications. Teachers and students are given individual user ID and Password for accessing e-resources (e-journals, e-books, e-database) of INFLIBNET N-LIST Programme and the journal Down to Earth. The users can access these resources even from their home.
- Statistical analysis software **SPSS** is also installed in the computer centre.
- **Graph Pad Prism** software for statistical analysis has been installed at Zoology Department so that students and faculty can access this software for their research and other relevant purposes.
- The Rajabala Das Library has access to INFLIBNET N-LIST database for e-books and e-journals. The book database and user database is built in SOUL 2.0 software and is being regularly updated.
- An aromatic and medicinal plant garden sheltering a few important indigenous plant species.

Specialized research facilities

- The laboratories in the departments of Botany, Chemistry and Statistics are recognized as PhD research laboratories.
- An advance level institutional Biotech hub.

Advanced Facilities

- Nanodrop Spectrophotometer,T100 and MyCycler GradientThermal cyclers, Horizontal and Vertical Gel Electrophoresis, Gel Doc system, Microplate Reader
- Trinocular microscope with digital imaging system, Inverted phase contrast microscope, Binocular research microscopes
- Double beam UV Vis Spectrophotometer/ Fluorescence spectrophotometer/ Waldman PDT unit/ BSL-II hood / Luzchem photoreactor/ Digital viscometer/ Bruker FT-IR Spectrophotometer/ Electro-chemical analyzer.
- Astronomical telescope/ Phoenix hardware/ Travelling microscope
- K-Yan Universal Pro – an instrument with digital classroom facility.

File Description	Document
Any additional information	View Document

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

Response:

Sports:

A Sports Development Committee looks after various sports programmes in and outside the college.

Outdoor and Indoor Sports facilities:

- One Volleyball court of size 18m x 9m established in 2012. This facility is used by students, faculty and non-teaching staff leading to a high rate of users.
- One Basketball court of 22.5m x 12.8m size, which was established in 2009 and renovated in 2019. The college has around 100 students using this facility i.e. approximately 5% of the enrolled students.
- Table tennis facilities are used by students and staff and sees use by approximately 5 % of the College community.
- 30 sets of trekking equipments used in the College's treks.

The Basketball court doubles up as a Badminton court, as and when necessary.

Further, two students sports clubs organize and participate in various sports events:

1. Handique Girls' College Students' Football Club established in 2016, organized matches with

- Nagaon women football team at Amsoi, Nagaon (2016)
- Makhibaha Anchalik Girls' Football Team at Makhibaha, Kamrup (2017)
- Makhibaha Anchalik Girls' Football Team at Narengi, Guwahati (2017).

Trekking programmes organized by the Handique Girls' College Adventure Sports Club

- Rani-Gorbhanga Reserve Forest, Assam (2016)
- Basistha uphill trekking, Assam (2017)
- Dzukou Valley, Nagaland (2017)
- Mehao Lake, Arunachal Pradesh (2018)

Others

- Participation in Women volleyball tournament held in Guwahati College, Guwahati (2016),
- Coaching in Football was organized at Guwahati Town Club Playground.
- Coaching in Volleyball was organized at College Campus.

Gymnasium:

A gymnasium developed under UGC fund is equipped with the following items:

Push-up Bars, Weight Plates, Dumb bells, Kettle Bell, Yoga Mat, Gym Ball, Skipping Rope, Foot Pedal Stepper with digging rope, Twister Machine, Weight Cuff, Weight Bench, Flat Bench, Health Exercise Bike, Tread Mill, Elliptical Cross Trainer, Multi Home Gym, Crazy Fit Massager, Sit-up Bench, Multifunction Orbitrac Bike, Recumbent Bike, Steel Straight Rod, Curl Rod, Weighing Machine, Music System

Yoga:

- Yoga facilities-yoga mats and a room.

Cultural Section:

- Stage and Hall with sound system, Harmonium and Tabla
- Cultural activities are taken care of by the cultural section of the college. This section comprises of cultural secretary and Teacher-in-charge.
- The college organized cultural Programmes/competitions every year during annual college week festival and Fresher's Social.

- It facilitates participation of students in the Inter College Youth Festival organized by the Gauhati University regularly and in the cultural functions of North-East Book Fair organized every year at Guwahati by the All Assam Publishers & Booksellers Association.
- *Aangik* is a cultural forum established in the year 2007. In collaboration with the **IQAC** it has organized:

1. A **3-week theatre workshop was organised**, from 1st June to 20th June 2018.**Director: Pakija Begun (Alumna);** Assistant Directors: Babi Barua & Bhaskar Barua.
2. **Interaction with an eminent international theatre personality Adil Hussain** in a programme

AALAP AANGIK, a conversation with on 8th June 2018.

3. Organised **GALPAKATHAN** an **innovative presentation of storytelling** by an eminent story writer Atanu Bhattacharya **and Mitali Dey (Alumna)** on 27th June 2018.

File Description	Document
Any additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 6.82

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 03

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 0

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)
Audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Library of Handique Girls' College was established along with the establishment of the college in 1939. The library is named as "Rajabala Das Library" in honour of the founder principal of the college.

The Library with its open access system and spacious reading area provides an atmosphere conducive to the excitement of mental discovery. The students are encouraged to become habitual reader of the library which is a place for intellectual pursuits. Moreover, the departmental libraries maintained by all the departments of the college provide additional help to students and teachers in their academic pursuits. Library has also initiated a process of building a dormitory library with its less used books and the process of weeding out the damaged and irreparable books.

Now the library is fully automated with the **Integrated Library Management System (ILMS) SOUL 2.0.0.12.** One number of server and six numbers of clients are working in the SOUL 2.0 environment. Two numbers of clients are dedicated for OPAC. In addition the users can access the library's bibliographic database from their own system i.e. Desktop/Laptop and Mobile phone through College LAN and library's Wi-fi networking system. Circulation is being done with Barcode Technology. As on 5th May 2018 a total of 35822 copies against 30172 Record ID are recorded in the SOUL database.

The library has also developed its Digital Library cum Institutional Repository with Open Source Software 'DSpace'. The resources of the digital library cum IR can be accessed in the library through 12 nos. of client computer dedicated for the purpose as well as from their own system through Library's Wi-fi network and through College LAN.

File Description	Document
Any additional information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The Library has identified 67 (Sixty seven) numbers of rare books from its collection with the help of facaulty members of the college. The identified books are kept separately in the library. Most of the books identified are in Sanskrit language written in Devanagari script. To mention a few of them-"A Sanskrit Grammar for beginners" by F. Max Muller (1870), "Mahakavi Bhasa praneet Pratima Natakam" by Shivaram Mahadeo Paranjape (1930), "Sri Bharatmuni Praneet Natyashashtram" Edited by Batuk Nath Sharma & Baldeva Upadhyaya (1929), "Asamiya Sahityar Chaneki" [Typical selections from Assamese Literature] vol. 1 & vol 3 edited by Hemchandra Goswami (1923), "Brihadaranyakopanishada" *(Bhashya tika anubadsamet) by* Durgacharan "Sangkhya-Vedantatirtha (1933)", "Dashakarmakoumudi arthat Dashakarma Paddhati" . *1st Edition* [Grahajagabidhishraddhasamuhsameta] by Pitambarsiddhanta Bagish Bhattacharyya (1934), "The Upanishads with English translation by T.M.P. Mahadevan, Bhasanatakachakram" [Plays ascribed to Bhasa by Edited by C.R. Devadhar (1937), "Bharavi's Kiratarjuniyam: Canto I – III" edited by M.R. Kale (1928), "Bibhaktyarthanirnaya" by Giridhara Bhattacharyya (1901), etc. A few rare books are in English language viz; "Raghu-Vamsa" Edited by

Satyendra Nath Sen, "Vasavadatta: A Sanskrit Romance" by Subandhu, "Aspects of early Assamese literature" Edited by Banikanta Kakati, "Tribal Folk Tales of Assam (Hills)" Compiled by S.N. Barkataki, "Origin and development of the Assamese drama and the stage[from earliest times up to 1940]" *1st Edition* by Harichandra Bhattacharyya.

File Description	Document
Any additional information	[View Document](#)

4.2.3 Does the institution have the following:

  1. **e-journals**
  2. **e-ShodhSindhu**
  3. **Shodhganga Membership**
  4. **e-books**
  5. **Databases**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	[View Document](#)

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 4.73

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
2.43	10.06	1.87	7.73	1.55

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	[View Document](#)

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.13

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 52

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The College has always emphasized providing IT facilities to its students and faculty members. The college has a Central Computer Centre with 32 Nos. of Computers. The Computer Centre has come into the existence since 2009 with support from North East Council (NEC). Later this centre was upgraded with the financial assistance from UGC's Colleges with Potential for Excellence scheme. In the financial year 2016-17 & 2017-18 all 32 Nos. of Computers are replaced with Intel Core i3 Desktop computers which are purchased under RUSA (2013-14, 2014-15). All the machines are purchased under GOI's DGS&D rate contract. All the machines are loaded with preloaded windows OS.
- The College has installed Wi-Fi facility at the Laboratory of Computer Science Department in the year 2016. This Wi-Fi facility was installed with support from Govt. of Assam under ICT @ College project.
- In the year 2017 the Wi-Fi facility has been extended to both the floor of college library which was funded by RUSA (2014-15 second installment). All together six nos. of Access Points were

- installed for uninterrupted connectivity.
- Moreover in nos. of classrooms and in all departmental teachers common rooms provision have been made for internet connectivity by providing one IO Box for wired internet connectivity through LAN. The College has planned to provide at least One IO box to each classroom in near future.

4.3.2 Student - Computer ratio

Response: 17.22

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 10.56

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

2018-19	2017-18	2016-17	2015-16	2014-15
12.41	6.04	10.49	17.47	11.07

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response:

The maintaining and planned utilization of physical, academic and support facilities in the College is essential for creating an environment that is appropriate and adequate for learning. The systems and procedures that are followed for this is detailed below:

Allocation of Resources:

Resource allocation: The Annual College budget, which is approved by the Governing Body of the College, provides for funds for maintenance and operation of existing facilities and equipment. The allocations are available under the following budgetary Heads:

1. Municipality/Water/Electricity
2. Building
3. Library
4. Students' Welfare
5. Telephone
6. BCA/PGDCA Course
7. Office
8. Laboratory Expenditure
9. Internet/Campus LAN/ Central Computer Centre Maintenance
10. Furniture and fixtures
11. Sports and GYM
12. Hostel
13. Priority (2018-2019)

Maintenance of Physical Facilities:

The College's Construction and Maintenance Committee is responsible for the maintenance of physical facilities in the College. The systems and procedures involved in doing this are detailed below:

1. All requests for repair and maintenance work from different units in the College are received in the Principal's office and forwarded for follow up, to the Construction and Maintenance Committee.
2. The College has engaged Architectural and Engineering consultants who prepare estimates for maintenance and repair works, when needed.
3. For repair and maintenance involving civil works, of work value up to Rs. 5.00 lakhs, the College has empanelled contractors. Open tenders are invited for works of higher value.
4. For electrical repair and maintenance, the College has engaged and electrical firm to provide the

services of an electrician who is on call.

5. For repair, maintenance and minor construction work, which are urgent in nature and where the value of each such work does not exceed Rs. 1.50 lakhs, the Governing Body has permitted execution of the work by the College under the supervision of the Construction and Maintenance Committee.

6. Maintenance and repair of plumbing is done by plumbers who are on call.

7. There is provision for routine maintenance of critical support facilities, including the generator and all Aquaguard drinking water points through Annual Maintenance Contracts.

8. For maintenance of the grounds, the college engages a gardener on a full-time basis. However, when needed, the maintenance of grounds is carried out by engaging daily wage workers.

9. Cleanliness in the campus is looked after by a support staff of nine employees.

10. Issues with water supply and sanitation in the College are addressed through the water supply wing of the Public Health Engineering Department, Assam and the Guwahati Municipal Corporation.

Maintenance of other facilities:

Along with the buildings and grounds, regular upkeep of classrooms, library facilities, laboratory facilities, computers and the campus LAN, sports facilities and campus surveillance system is important.

Classrooms: The classrooms are under the overall supervision of the Classroom Committee. Teachers or students who encounter problems with classroom facilities bring this to the notice of the Principal's office and the issue is referred to the Classroom Committee for follow up, drawing in the Construction and Maintenance Committee if necessary.

Library Facilities: Library facilities are maintained under the supervision of a Library Committee. This Committee is responsible for overseeing the functioning of the Library. It guides the procurement of books and other library resources based on the requests received from the various teaching departments, individual teachers and students of the College.

The maintenance needs of library equipment are supervised by the Librarian, who with approval from the Library Committee seeks sanction for the needed work from the College authority.

Laboratory facilities: The laboratory facilities available in different teaching departments are under the supervision of the respective Heads of Departments. They are responsible for ensuring that the laboratory facilities are properly maintained. Repair of equipment is done by calling in authorized service personnel, who first provide an estimate of the cost of repair and on this being approved by the College authority, are given a work order for the work. For minor works, the Head of the Department can write for permission for the work and on receiving this, draw an advance or seek reimbursement for the expenditure on the work.

Laboratory facilities linked to different projects are under the respective PIs who are required to follow the Colleges procedures in maintaining their facility.

Central Computer Centre, other computers and allied equipment, and the campus LAN: The College has not found it affordable to have AMC's for all its computers and allied equipment. The in-charge of the Computer Centre, with support from the College's Computer Science Department, looks after the upkeep of all computers, allied equipment and the Campus LAN. Maintenance needs are met by calling in service personnel to provide estimates for the work and then a decision is taken on its execution.

Sports Facilities: The College's Sports-in-Charge looks after the maintenance of all sports facilities in the College. In the upkeep of the College gym, he is assisted by the gym Instructor.

Campus Surveillance System: The campus surveillance system is monitored by the Principal's office and is maintenance is done by service personnel who are on call.

Utilization of facilities: In ensuring that the facilities in the College are optimally used the following measures are in place:

1. The Classroom Committee looks in to the requirement for rooms and also takes in to account students' convenience in preparing the College Routine with classroom allotments.
2. Proper utilization of library facilities is ensured by providing all students in the College with a library user's orientation and regularly adding to the library resources to meet user need.
3. In laboratories, faculty members plan their practical groups to ensure that students have sufficient access to required equipment
4. There is planned access to the College's IT resources.
5. The sports and gym facilities are accessed according to a schedule that is prepared to benefit the maximum number of users.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 18.33

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
540	539	567	228	214

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.59

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	2	37	26

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

    1.For competitive examinations
    2.Career counselling

     3.**Soft skill development**

     4.**Remedial coaching**

     5.**Language lab**

     6.**Bridge courses**

     7.**Yoga and meditation**

     8.**Personal Counselling**

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 6.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
33	200	71	131	283

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of the students benifitted by VET	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 4.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	19	13	39	66

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 55

5.2.2.1 Number of outgoing students progressing to higher education

Response: 308

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 98.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	12	4	5	6

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	13	4	5	6

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The most important platform for students to take up responsibility in matters concerning academic and administrative bodies of the college is through Student Union. It is a mandatory and productive element in our college.

- The college has a Student Council/Union elected every year by holding election through ballot paper voting, Filing nomination for the particular post, for which the college appoint one senior faculty member to look after the whole process and counting of the votes is done on the same day in presence of the candidate and supervisor appointed for.
- The Students' Council/Union is the elected body of students' representatives. The students elect the President, Vice President, General Secretary, Asst. General Secretary and Secretaries for Cultural, Debate, Games(Minor and Major) Magazine, Community service Common Room and the elected representatives assume responsibilities for various students' activities.
- The students Council/Union has an adopted constitution based on Lyndoh Commission report which was adopted by the general body of students on 03/09/2011 in the name of "Handique Girls' College Students union".

The activities of the Students Union include the following:

- All Assam Sarat Chandra Goswami Memorial Inter College Debate Competition
- Providing a forum for discussion of students' issues and representation of the students' views in the relevant quarters.

- Creating awareness about students' rights.
- Ensuring the maintenance of cordial relations among all sections of students.
- Supporting the College administration in creating an atmosphere conducive to learning.
- Organizing College functions including the Annual College Week (Cultural Sports competitions, Exhibitions), inter-college competitions, Republic Day and Independence Day, Yoga camp, Saraswati Puja,
- Participation in Youth Festival held every year by the affiliating university.
- Participation in various activities like quiz, debate held in other institutions.
- Bringing out the Annual College Magazine.
- The council/Union actively associates with the campus cleaning and other activities of the NSS and the NCC.

The college allots finance to meet various activities of Student Union of the College.

Student Representation in Administrative and Academic Bodies

Apart from Student Council/Union there are several committees where students play active roles in realizing their full potential. Students represent in almost all statutory bodies of the college like the **IQAC, Planning Committee, Library Committee, Anti-Ragging Committee, Student Grievance Redressal Committee** etc. All important decisions in the college are taken only in consultation with the students to ensure their full support.

File Description	Document
Any additional information	[View Document](#)

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 47.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
31	72	48	45	40

File Description	Document
Number of sports and cultural activities / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The college has a large number of alumnae in different walks of life contributing to the welfare of the nation in different capacities. The college successfully draws on their support through annual alumnae meets. The alumnae association is not registered but has been functional over the past few years. However the process for registration has been initiated. To keep the alumnae as a constant part in the functioning of the college a portal has been created in the college website.

Contribution of Alumnae:

- Some of the alumnae members are supporting the college by sponsoring few academic awards annually: "**Mohiuddin Ahmed Memorial**" Award and "**Sailadhar Rajkhowa Memorial**" Award of Rs. 1000/- each awarded to the students securing highest marks in Major subject in Arts.
- The alumnae association has helped the college by contributing a refrigerator and a lamination machine.
- The association contributed few dustbins to the college and also undertook a plantation drive inside the college campus on World Environment Day 2017.

- **Smt. Ajanta Neog, Hon'ble Minister of PWD, also an alumna of this college,** has donated the college entrance gate during the **Platinum Jubilee Year, 2014.**
- The alumnae association jointly with Aangik (a cultural Forum of the college) organised a three week theatre workshop from 1st – 20th June 2018, under the direction of **Pakija Begum (Alumna).** At the end of the workshop a play titled *Shasti* based on Rabindranath Tagore's short story enacted. Earlier a 45 days drama workshop (UGC-CPE) titled "*Devipithor Tez*" based on the novel written by Jnanpith Award winner **Mamoni Raisom Goswami (Alumna)** was also conducted by Pakija Begum. Certificates were awarded to the students after completion of each workshop.
- **GALPAKATHAN** an innovative presentation of storytelling by noted vocalist **Mitali Dey (Alumna)** was organised on 27th June 2018. Earlier Mitali Dey was a resource person in 6 weeks long workshop (UGC-CPE) on semi classical music. The participants were trained in devotional music (Borgeet, Bhajan and RAGA Madhubani), Certificates were awarded. Another workshop on Satriya Dance based Shankardeva's creation was conducted by **Mrs. Anita Sharma (Alumna)**, recipient of **Sangeet Natak Academic Award 2015.**
- 16 Alumnae are serving in this college as faculty members. Few of them are leading many of the vital committees of the college viz: Planning, Academic, Purchase, Cultural (Aangik), IQAC.
- Noted Alumnae **Preeti Baruah, Senehi Begum and Geeta Baruah** had served this college as Principal-in Charge from time to time.
- The association honours alumnae members who achieve great milestone in their life. It is also constantly trying to motivate and organise the old students to be the well-wishers of this college.
- In several occasions the alumnae share their accomplishment and success mantra when they visit the college: Interactive sessions with regard to career prospects are also organised for the benefit of the students.

Birth centenary celebration of **Smt. Sakuntala Choudhary**, recipient of Jamunalal Bajaj National

Award, an eminent Gandhian and the **first alumnae** of Handique Girls' College. Plantation of sapling(*Syzygium Jambos*- Rose Apple) to commemorate the 100th birthday of Smt. Sakuntala Choudhury.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 24

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	16	8	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision and Mission of the College is well articulated and widely communicated to all stakeholders and the general public. Upholding of the College's Vision is the paramount objective of Institutional governance. The College seeks to uphold the Institutional vision of 'contributing toward the creation of a tolerant, equitable, enlightened and humane society by providing a holistic education that empowers women.

The Governing Body of the College is the apex authority for College governance and the Principal serves as its Secretary. Institutional policies and all major decisions need the approval of the Governing Body, which thereby sets institutional priorities. The governance strategies that have been put in place to achieve the priority of providing a holistic and empowering education include:

- .A perspective plan that focuses on the all-round needs of the institution and is aligned to its vision.
- Decentralization of functions and a participatory system of governance that is based on the different Committees and Cells in the College.
- The Governing Body of the College and the different Committees and Cells are all avenues for stakeholder participation in Institutional functioning.
- The Principal of the college who is also the Secretary of the Governing Body convenes meetings of the Governing Body, and also meets with teachers and staff,for discussion of matters pertaining to the College.
- Teachers are appointed as Convenors and members, and student representativesare also a part of the Committees of the College. This helps in creating a congenial academic atmosphere in the college.
- Students are also subjected to awareness Programmes on social and national issues through workshops, seminars, training Programmes and talks.
- Programmes on extension activities are also carried out by NSS unit of the college.
- Teachers mentor students in an endeavour to bring out their best abilities
- Every activity in the College is infused with the core values that the College has adopted and this contributes to a vibrant learning environment where human values are appreciated.
- The Students' Union of the College is an important contributor to the corporate life of the College.

6.1.2 The institution practices decentralization and participative management

Response:

Decentralization and participative management is supported by the Committee system that is in place in the College and includes different stakeholders. The Governing Body, which is the apex body in College administration, includes teachers, community representatives, guardians of students and members of the affiliating University community, thereby itself being highly representative character. Student participation in the management of the College is enabled by their inclusion as members of the different Committees in

the College. The activities of the various Committees is co-ordinated by the IQAC.To illustrate the participatory aspect of College management, the role of the Committees in different areas of Institutional functioning is described:

Academic:

1. Academic Committee: It is entrusted with the task of preparing the Annual Academic Calendar of the College, including the setting of schedules for internal assessment. The administration seeks its advice on all academic matters.
2. Examination Committee: It is entrusted with the implementation of all activities pertaining to the College's internal and external examinations. It also advises the administration on examination matters.
3. Research Activities Cell: The Research Activities Cell plans and implements the Management's initiative to foster research activities in the College.
4. Library Committee: The Library Committee plans for augmentation of the College's library resources and consolidates the requirement for learning resources originating from the different teaching departments.

Administrative:

1. Planning Committee: The Planning Committee of the College is entrusted with the preparation of plans for the development of the Institution. It is responsible for the College's Perspective Plan.
2. Finance Committee: It is entrusted with the task of preparing the annual College Budget and advises the administration on financial matters that are referred to it.
3. Purchases and Monitoring Committee: It advises the administration on all College acquisitions and also has a monitoring role in ensuring the quality of the purchases.
4. Construction and Maintenance Committee: It advises the administration on new construction activities, which the College proposes to undertake, and also on the maintenance of existing buildings. It also functions to supervise these activities.
5. The Admission Committee: This Committee is headed by the Principal of the College and looks after the entire process of the admission, preparation of prospectus, schedule of admission maintaining the reservation policy as per the Govt. of Assam regulation. It has also led the transition of the admission system to the online mode for form fill up and submission.The transparency in the admission process is monitored by the Committee with the inclusion of faculty members, office staff, and student's representation through the President and General Secretary of the Students Union.

Important Institutional functions, supporting the management, are also served by the Health and Hygiene Committee, Students Counselling Cell, Grievance Redressal Cell and statutory committees like the Anti-Ragging Committee and Internal Complaints Committee.

File Description	Document
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The College has a Strategic Plan, formulated by its Planning Committee. The Plan identifies dimensions of institutional function for development

Academic Initiatives. The Planning Committee in its meeting held on 12/02/2016 mentions its resolution to develop the central library of the college including setting up of a digital library along with creation of an Institutional Repository (IR). As part of this strategic plan the college authority has implemented the resolution mentioned above in subsequent times. In the direction of digitization, an institutional repository has been created where various issues of two departmental journals (*Uttaran,* Department of Assamese and *Vision,* Department of Philosophy), two newsletters (*Hortus*, Department of Botany and *Handique Herald*, an institutional Newsletter of Handique Girls' College), annual magazine of the college and two books (*Assamese women: The Pathbreaker* and *Three Score Years and Ten* published by the college) have been scanned and uploaded to the Institutional Repository (IR). The previous years' question papers of the courses of studies are also scanned and have been made available through the digital library. The library has been made a   Wi-Fi zone. In order to provide e-resource service (such as e-journals, e-books, etc.) the college has subscribed to N-LIST service under e-ShodhSindhu Consortium of INFLIBNET. In this service user can access 6000+ e-journals and more than 31 lakhs e-books throughout 24X7, which is completely a login ID & Password based service. The regular subscription of 11 print journals since 2011 is a part of this developmental programme for the college library. Recently it has also subscribed to the e-version of "ACS Journal of Chemical Education". There has been an increase of 4511 nos. of texts and reference books from July 2013 to June 2018. The Infrastructure development for this up gradation activities have been carried out by the "Construction Committee for Implementation of Infrastructure Development Grants, Govt. of Assam".

File Description	Document
Any additional information	[View Document](#)
Strategic Plan and deployment documents on the website	[View Document](#)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

In Handique Girls' College the functional structure can be divided broadly into two parts- Academic (Nodal Agency Gauhati University), Administrative (Nodal Agency Directorate of Higher Education , Assam). The Governing Body is the apex decision making body in the College. It includes the President, who is nominated by the Government of Assam, representatives of teachers, non-teaching staff, guardians' representatives, nominees of the affiliating University,and the local MLA. The Principal is the Secretary of

Governing Body and heads the College. He is supported in his functioning by the Vice Principal.

For all administrative functions, the Principal's office has General Administrative and Accounts sections. Office functions are guided by the Administrative and Financial rules of the Government of Assam. Besides this, the College also refers to the General Financial Rules, 2017, for guidance.

Various Committees constituted with representation from teaching, non-teaching staff and students support different areas of Institutional function according to their mandate. the functioning of the Committees is co-ordinated by the IQAC, which ensures that the activities of the Committees are aligned with the College's priorities.

Teaching staff in the College are recruited following the UGC's Rules for recruitment of Assistant Professors in Colleges and the same rules also govern their career advancement. Teachers also come under the purview of the Government of Assam's Service Conduct Rules. The recruitment and promotion of non-teaching staff is guided by the rules of the Government of Assam.

The College has a grievance redressal mechanism that is the responsibility of the College's Grievance Redressal Cell. All grievances from students, teachers and non-teaching staff are received by the Cell and its members try to resolve the problem at their level with support from the College administration. Problems which remain unresolved in the Committee are referred to the Principal who consults with members of the College Community seeking a resolution. Failing this, the matter is referred to the Governing Body which advises the Principal, often adopting a resolution on the matter if necessary. Sometimes matters of gravity may be referred by the Governing Body to the Government of Assam.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Based on the advice of the IQAC, the Planning Committee in its meeting on 12/02/2016 focused on the research component and emphasized the need for strengthening research activities in the institution. In line with this the Research Cell of the college has implemented the Teacher-led Students project program which is funded by the college and supports students' research activity beyond the syllabus (80% syllabus oriented topics and 20% beyond the syllabus topics are covered). This practice continuous to be a yearly exercise. The Teacher Led Students' Project allows the students to formulate minor research problems and seek answers to such problems. The exercise provides the students an exposure to the rigor of scientific research methodology. After the completion of the projects; analysis and compilation is done by the students with the guidance of their teacher supervisors. The selection of the projects is done on the basis of the comments of the reviewers/Experts outside the college. The research Cell undertakes the task of finalising the projects. The students present their project works in front of experts and publish their works in respective journals.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The college has adopted the following welfare measures that conform to government and UGC guidelines, for its teaching and non-teaching staff.

1. The college has implemented welfare scheme for the Non Sanctioned Non teaching employees

from the year 2016-2017 (August 2016) in the form of NPS which amounts to Rs. 500.00 per month from the college fund and also measures are being taken for enrollment of these employees under ESIC scheme (1.75%of Basic salary from the employees and 4.75%of the Basic salary from the college fund (Approved by Governing Body).

2. *Kalyan Nidhi*-a contributory welfare society of the teacher members.
3. Food available at a subsidized rate in the college canteen.
4. Regular Health Check ups.
5. Group Insurance Scheme.
6. FDP Programme of UGC, Scheme of Higher Studies by Govt. of Assam.
7. Earned leave, Child care leave, Maternity Leave
8. Special need cum merit scholarships for children of non-teaching staff.
9. Funds are collected and given to needy non-teaching staff to meet contingencies.
10. Jobs given on compassionate grounds to family members of non-teaching staff.
11. Permission to avail of holidays on 2nd and 4th Saturdays and 1st and 3rd Saturdays on a rotation basis.

File Description	Document
Any additional information	[View Document](#)

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

Response: 0.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 2.8

12-03-2020 04:07:32

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	2	0	3	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 14.99

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
38	13	17	7	12

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Teaching Staff: Every year the college seeks information from the teachers about their academic achievements and the same is recorded. This record reflects the publications, conferences attended, papers presented, participation in orientation and refresher courses by the faculty members. These records of achievements and participations by the faculty as well as that of the works done by the administrative staff are maintained. At the time of promotions, as per UGC guidelines for the API calculation and interviews held for the purpose, such records are assessed. Further the engagement of faculty members in other spheres like corporate life, membership in different bodies and societies are also considered for performance appraisal. Performance appraisal record is collected in prescribed format and the

achievements of the faculty are kept in IQAC for their inclusion in the AQARs of the college. These are communicated to the concerned authority for the preparation of ACR of the faculty members.

Non-Teaching Staff: There is a three member committee comprising of President, Governing Body, Principal and Vice- Principal, which monitors the performance and considers the promotional aspects of the non-teaching staff. This process implies to the Grade-IV employees depending on the number of years they have served the institute (Assam Govt. Regulations are followed). The Departmental Promotion Committee after its due consideration recommends the employees for the time scale promotion to the higher authorities (DHE, Assam). The employees have to apply in the prescribed format supplied by the DHE.

Performance Appraisal is mandatory for the promotion of both teaching and non-teaching staff.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College conducts both Internal and external audits.

Internal audit: The College conducts internal audit every year. For internal audit, a former employee from the Dept. of Audit, Govt. of Assam, of the rank of an Assistant Director, has been appointed by the college authority. He looks after and prepares audit reports. Internal audit reports for the years 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 have been prepared.

External Audit: External Audit is carried out at regular intervals by auditors nominated by the Directorate of Audit (L/F). The last external audit was for the period from 2014 to 2018 and the report is awaited.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0.96

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.44	0	0.04	0.44	0.04

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document

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

Response:

- The research projects submitted by the individual teachers from different departments are run by the funds received from the concerned departments or organizations like UGC, DBT, DST, ASTEC, SERB, etc.
- The college has also received funds from RUSA for the financial year 2015-16 under the head of Infrastructure Grants to the Colleges.
- Generates revenue as venue charges for conducting competitive examinations (APSC, UPSC, etc.) recruitment examinations in banks.
- Income from Self Financing Courses.
- Overhead charges from the research grants received from various government and non-government funding agencies.
- IGNOU Study Centre charges.
- Venue Charges.
- Corpus fund created for different purposes.

The Purchase Committee has an oversight on all major procurement procedure and the College follows Ministry of Finances, GFR 2017 with regard to its procurement.

For optimal resource utilization, the budget serves as the guiding document , with the College's Finance Committee overseeing its implementation.

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The IQAC has led the Institution in institutionalizing the following strategies which have contributed to enhancing the quality of the learning environment.

- **Teacher Led Students' Research Projects:**

The objectives of this initiative is to orient the students in areas of research and development, with a view to enriching their educational experience. Teacher-led Student's Projects were initiated in 2010 and have been sustained till the present. Under this students from different departments, under guidance of the teacher supervisors, carry out such research projects every year.

- **Faculty Development through use of ICT tools and digital workshops:**

IQAC takes initiatives for the training of faculty so that they can impart quality education. Teaching learning through ICT is the need of the hour. It helps both slow and advanced learners to understand the topics easily and makes the class interesting too. IQAC emphasizes in the organization of workshops like- "Behavioural Modelling and use of ICT tools in Classroom", "Workshop on Digital Learning". The IQAC proposed for procurement of more ICT tools and accordingly every department was provided with ICT facilities to be used in the classrooms and the infrastructure were augmented. This helped in increasing the number of ICT enabled classroom along with users. Besides this, ICT enabled tool KYAN and all in all device which has the facility to convert a normal wall to an interactive board is also used as and when required in a class. The college has the facility of two smart classrooms and an ICT seminar hall for conducting classes. Initiating revival of the Moodle, LMS platform which was earlier restricted to the intranet in the computer centre but is now a web based platform. The effort has been found to be successful in many significant phenomenon where such tools made the discussions simple and understandable.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

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

- Academic Initiatives
  - Felicitating the creation of learner centric environment conducive to quality education.
  - Active learning to promote/incorporate strategies in our curriculum and transform classrooms into exciting dynamic learning environment.

- To encourage effective collaboration (especially in case of large classrooms) small group discussions/ peer to peer discussions be organised.
- Research Initiatives
    - Project based learning.
    - In dept laboratory experiments.
    - Presentations

- Arrangement for feedback response from students, teachers, alumni and parents on the institution and curriculum. Based on the feedback obtained, faculty members who are on the Gauhati University's Committee of Courses and Syllabi (CCS) provide inputs for curriculum revision. The feedback on teaching, which is essentially formative, is communicated to the individual teachers.
- Development of mentoring system which promotes teacher student interaction and helps in measuring the learning levels of the students to some extent and maintaining the records.
- Organization of in-house Faculty Development Seminars, Talks, and Workshops on quality related themes.
- Preparation of AQAR as per guidelines and parameters of NAAC.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 0

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

Keeping in mind the recommendations of NAAC Peer Team report the college has taken the following post accreditation quality initiatives:

- Faculty Programmes -
  - Skill Development Trainings- use of ICT in classroom teaching, Mentoring for effective curriculum delivery.
  - Presentations followed by interactions among faculty members held every month
  - Student mentoring has been introduced in all departments.
  - Art of living practices.
- Committee For Courses and Studies (CCS)-
  - Members of CCS in UG (16) level and PG (2) level.
- Strengthening of Research Activities -
  - Faculty members awarded with Ph.D. – 19; Presently 12 teachers are pursuing Ph.D.
  - Recognition of Science laboratories for Ph.D. level research works- Statistics, Chemistry and Botany.
  - Ph.D. Guides – 8; *Scholars awarded with Ph.D.* - Philosophy (5), Statistics (2); *Research Scholars*- Chemistry (3), Botany (5), Economics (4) and Statistics (4).
  - Teacher led student projects-
    - Completed- 22; Ongoing- 4.
    - The outcome of the Teacher led student projects has been reflected in various national and international journals.
    - After completion of project the students make a presentation of their work which is organized by the Research Cell.
    - New Courses-
  - PG courses in- Assamese, Botany, Chemistry and Zoology.
  - UG courses in Microbiology (General) and Psychology (Major and General) Hindi (Major) and Statistics (Major). Our college is the first in the entire North East to have introduced Microbiology.
  - Two new certificate courses- i) The Spoken Tutorial Project (FOSS- Free and Open Source

Software) developed by IIT-Bombay, renewed as 6 months' certificate course for Computer Basics & Office Automation ii) Three Week Certificate Course in Drama.

- Publications:
  - Three Score Years and Ten.
  - Assam: Myriad Perspectives.
  - Spectrum.

  - Administrative & Examination-

  - Online Admission process completed and Cashless Transaction.
  - Online Examination Form Fill-up.
  - Computerization of Office.
    - Feedback Mechanism-
  - Feedback on the curriculum is obtained from the students through the format designed by NAAC for evaluation of the course and teaching. Structured formats have also been introduced to obtain feedback from Teachers, Alumni, and Parents.

- Library-
  - The College Library has access to N-LIST service under e-ShodhSindhu Consortium of INFLIBNET.
  - The Library is well stocked with 47382 books, 4311 reference books, 67 rare books etc.
- Communicative Skill-
  - Classes are held on communicative skills under the Certificate Course on Women Studies.
  - Non Formal Course in Spoken Sanskrit.
- Hostel Upgradation-
  - Installation of New electronic control panel and main line.
  - 2 water coolers with RO.
  - 1 TV and 1 Refrigerator.
  - LED Street lamps.
  - Dining room has been furnished with new dining tables.

- Infrastructure
  - Strengthening of various science departments under the Star College Scheme (Rs. 36,00,200/-) funded by DBT.
  - Institutional Biotech Hub comprises of one RA and one SRF with support from DBT (Rs. 56,41,000/-).
  - Upgradation of Institutional Biotech Hub to Institutional Advanced Biotech Hub.
  - Infrastructure grants from RUSA, Govt. of Assam. (Rs. 2,00,00,000/-).
  - UGC (Rs. 2,73,53,470/-).
  - Assam Govt. & others (Rs. 1,08,47,750/-).
  - DHE, Assam (Rs. 3,50,000/-).
  - Construction of the college entrance gate by the PWD Minister, Govt. of Assam (Alumna).
- Sports facilities-
  - Volleyball and Basketball courts.
  - Football and Volleyball Coaching.
  - Well-equipped Gymnasium.
  - Trekking Events organized by Adventure Sports Club.

- MoU/Linkages-
    - Yantrabot.
    - WWF.
    - NIELIT.
    - B. Barooah College.
    - Pragjyotish College.
    - Daimuguri L.P. School.
    - Panbazar Govt. Girls' HS School.
    - Uzanbazar Govt. Girls' High School.

File Description	Document
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 12

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	3	3	1

File Description	Document
List of gender equity promotion programs organized by the institution	[View Document]
Any additional information	[View Document]

7.1.2

   1. Institution shows gender sensitivity in providing facilities such as:
      1. Safety and Security
      2. Counselling
      3. Common Room

Response:

The College seeks to provide a safe and supportive learning environment and recognizes the importance of the adopted measures being gender sensitive.

a) Safety and Security:

i) Security Personnel: The College campus, during the day, is under the watch of two security personnel. During the night, there is a night guard in the campus. On special occasions like the Annual College Week, the College requests additional security from the local police station.

ii) CCTV Surveillance: Round the clock campus surveillance is also ensured through CCTV cameras installed at specific locations.

iii) Campus Lighting: The College campus is well lit.

iv) The College has an Internal Complaints Committee in place, constituted as per UGC guidelines.

The College has ensured that at least one of the two security personnel deployed in the College during the day is a lady. Even the police detail that is assigned to the College on special occasions has a large component of women personnel. This provides forempathy in handling security issues and allows better communication with the students and staff.

In locating the surveillance cameras, special care has been taken to ensure that these are not intrusive and do not compromise the privacy of any member of the College community. There is signage indicating areas under CCTV surveillance.

Campus locations are kept well lit as this enhances the safety aspect of the campus.

The ICC is in place to deal with grievances related to sexual harassment in the Institution.

b) Counselling:

The Student Support Cell in the College bears the responsibility for the arrangement of counselling services for the students. Counselling services have been available to the students of the College from the year 2008, through the Student's Counselling Cell which was renamed as the Student Support Cell in 2011, on the advice of the Peer Team members who assessed the College for accreditation in the second round. The Student Support Cell now has a wider responsibility, but counselling services remain its core responsibility.

The Student Support Cell arranges visits by psychiatrists and clinical psychologists to the College to interact with the students and conduct counselling sessions. Initially, in group interactions, the students are sensitized to the purpose of the counselling sessions and given an opportunity to raise questions with the counsellor interacting with them. In these sessions, students are also informed that they can seek one-to-one counselling sessions with the counsellor visiting the College. Presently the College is privileged to have Ms.NimiBorgohain, Clinical Psychologist with the GNRC Hospitals, Guwahati, counselling our students.

The students also receive counselling and guidance in academic matters and career opportunities available to them from faculty members and invited experts.

The counselling sessions conducted by psychologists who are professionally trained, acknowledge gender as a very important dimension in the growth and development of an individual. In all counselling conversations and counselling interventions gender sensitivity is emphasized.

Faculty members have an opportunity to learn the basics of mentoring and counselling in workshops the College organizes. Faculty members counselling and guiding students in academic matters and career opportunities are advised to recognize the importance of gender in the personal and social life of a student andvalue the student's views and experiences. They are asked to consciously avoidstereotypes and prejudices that segregate women and men because traditional gender roles can seriously limit a student's academic and career prospects. It is emphasized that the interest and ability of the student, unhindered by gender, should determine the opportunities available to a student.

Gender sensitive counselling helps students gain in confidence, become capable of asserting themselves and proceed to realise their potential.

c) Common Room: The common room for the students is a dedicated location where students can spend time between their classes. The Common Room has an attached washroom facility which is accessed by students. The teachers' Common Room, which also serves as a meeting room,has separate washroom facilities for male and female staff members.

File Description	Document
Any additional information	[View Document](#)

7.1.3 Alternate Energy initiatives such as:

  1.**Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 22.89

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 6138

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 26819

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

7.1.5 Waste Management steps including:
* **Solid waste management**
* **Liquid waste management**
* **E-waste management**

Response:

Solid Waste:

In the College, the sources of solid waste are classrooms, laboratories, staff rooms, office, library, canteen, toilets, grounds and the hostel. The types of solid waste generated have been characterized and the quantity assessed as follows:

Source	Type of waste generated	Quantity of waste generated/ day in the College
Classrooms	Paper, plastic wrappers, plastic bottles, pens, tetrapacks, cardboard, thermocol ,	39 kgs (approx.) Including
Laboratories	Paper, filter paper, plastic bottles, broken glass, pins, growth media	12kgs(approx.)
Staffrooms	Paper, plastic wrappers, plastic bottles, pens, aluminium foil, leftover food	of vegetable peels, rotten vegetables and
Office	Paper, plastic wrappers, plastic bottles, pens, metal clips, pins, rubber band, old printer cartridges	leftover food that is biodegradable.
Computer Centre	Paper, metal clips, pins, old printer cartridges, old CDs	
Canteen	Disposable plates, cups, paper boxes, plastic wrappers, aluminium foil, vegetable peels, rotten vegetables, leftover food, plastic bottles	
Library	Paper, plastic,	
Toilets	Paper, plastic, sanitary napkins	
Grounds	Grass cuttings, dry leaves, twigs	
Hostel (including living quarters, toilets and the kitchen)	Paper, plastic wrappers, plastic bottles, broken glass, tetrapacks,	

	aluminium foil, vegetable peels, rotten vegetables, leftover food, sanitary napkins, etc.	
Both campuses	Construction debris, broken furniture, unserviceable equipment, batteries etc.	Not generated on daily basis

For the management of the waste generated on a regular basis, the College has adopted proper methods of disposal and has also encouraged reduction, recycling and reuse of waste.

Disposal

1. Segregation of the waste into wet and dry waste and disposal in separate, different coloured, bins.
2. Non-biodegradable waste, which is dry waste, is disposed of in notified municipal collection centres.
3. Used solid microbial growth media is sealed in autoclavable bags and disposed after decontamination by autoclaving.
4. Construction debris generated in the College is disposed by contractors in authorized landfill sites.
5. For unserviceable equipment and batteries, the College tries to negotiate buy-back or removal from site agreement during replacement.

Reduction and reuse

1. A drive has been taken to ban the use of single-use plastic in the campus.
2. There is an on-going effort to reduce the wastage of food in the canteen and also in the hostel
3. Paper waste is being reduced by reusing the blank side of used paper for rough work. Printing of documents, unless necessary is discouraged. The College now makes many of its documents and publications available in the digital form instead of the print form.

Recycling

1. Using waste assimilators, which are bins for assimilation of biodegradable wastes using microbial growth and vermicomposting, biodegradable waste is being converted to usable compost.
2. There is a project in the campus, in which a teacher in the Chemistry department is collaborating with a technology solution developer to recycle waste plastic in the campus to usable laminates.
3. Broken furniture, doors and windows are refashioned into garden seats, desks and benches for re-use. The College has donated many such desks and benches to neighbouring schools that need them.

Liquid Waste

A major source of liquid waste is the laboratories in the departments of Chemistry, Home Science, Botany and Zoology. Along-side this is the wastewater from toilets and bathrooms. Characterizing and quantifying

the liquid waste generated in the College is a challenging task but it has been assessed that, on an average, 1.0 m3 of Laboratory effluent and 3.5 m3 of domestic (hostel and college campus) effluent is generated every day. The methods used in handling liquid waste include

Disposal:

1. Liquid waste generated in the laboratories is checked for corrosiveness and disposed of after neutralization.
2. Waste water from toilets and bathrooms is disposed in the drainage system.
3. For sewage disposal there is an onsite system of septic tanks.

Reduction and reuse:

1. In all laboratories, there are efforts to reduce the generation of liquid waste by minimizing the quantity of chemicals used and also through reuse.

E-waste

The management of E-waste is a big challenge for every organization. With recycling being a major component in E-waste management, it is an expert process. The College has adopted the following measures for its e-waste:

Disposal for recycling

1. The College is working with 'Karo Sambhav', who have installed an e-waste collection point in the College, for the proper disposal of its e-waste**.**

Reduction and reuse

1. Reducing the use of CDs and DVDs through use of reusable pen-drives and external hard drives.
2. Refilling used toners for printing

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The College had a single point for rainwater harvesting, which however was dismantled when the College undertook construction and renovation work. A new roof is being put up and it will provide the College with an opportunity to restore rainwater harvesting in the campus. There will also be scope for further augmentation of rainwater harvesting points, keeping in view the fact that there are needs of campus cleanliness and maintenance of gardens and potted plants, which require a significant quantity of water. At present the College acceses water from the municipal supply which is metered and is a drain on the College's resources. Using harvested rainwater to meet atleast the needs of campus cleanliness and

gardening will provide relief.

7.1.7 Green Practices
• **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
• **Plastic-free campus**
• **Paperless office**
• **Green landscaping with trees and plants**

Response:

Green Practices

   • Students, staff using

a)   Bicycles: There are no cycle-ways in Guwahati city. But some of the college staff commutes to college using bicycles. In addition, a number of students as well as teachers come to the college in cycle rickshaws.

b)   Public Transport: The large majority of the students commute to the college using public transport such as city buses, ferry etc.
c)   Pedestrian friendly roads: the roads in front of the college have footpaths on both sides for movement of pedestrians. Further, roads have zebra crossings to help pedestrian crossing

   • Plastic-free campus

Single use plastic is prohibited in the campus and efforts are made to reduce the use of other plastic especially single use plastic in the college campus.

   • Paperless office: The following steps have been taken in order to progress to a paperless office:

   1. The Exam branch of the College is now conducting its exam form fill-up process fully online and use of paper has been reduced.
   2. The admission process is also now online with the candidates filling up e-forms and submitting them without the use of paper, thus making it a paperless activity.
   3. The College Prospectus, Academic Calendar, Class Routine and 'Handique Herald', a newsletter of Handique Girls' College, which were earlierprinted are now available in the digital formand can be downloaded from the College website.Only a few copies are printed.
   4. All tender documents are made available to bidders in the digital form.

   • Green landscaping with trees and plants:

   1. Different species of medicinal and aromatic plants, including*Elaeocarpus, Aquilaria, Putranjiva* and*Oroxylum* have been planted and distributed in different villages.
   2. The NSS unit of the College undertook a plantation programmeon the banks of Dighalipukhuri on

the occasion of World Environment Day, 2015 in collaboration with the Science Society and Environment Awareness Cell.

3. On 5th June 2017, World Environment Day was again celebrated in the College by taking up a programme of plantation.

4. A major plantation programme was also taken up on the occasion of the World Environment Day, 2019, where the College collaborated with the State Forest Department and Aaranyak, an NGO, on an afforestation drive.

5. Trees and plants are also maintained in the College campus and the planting of seasonal flowers is a common practice that adds to the attractiveness of the campus.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.47

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.52	0.37	0.47	0.34	0.50

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Report of the event	[View Document](#)

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	[View Document](#)

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	[View Document](#)
Any additional information	[View Document](#)

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	[View Document](#)

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 1

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The college organizes functions on the occasion of Republic Day and Independence Day every year. Students and teachers gather in the college for the hosting of the national flag. The purpose is to inculcate a spirit of nationalism and patriotism among the students.

On the occasion of Gandhi Jayanti, the student and faculty members of the college commemorate the birth anniversary of the Father of the Nation. To mark the assassination of Gandhiji on Martyrs day, 30 January, a two-minute silence in memory of Indian martyrs is observed in the college at 11 AM.

Rabindra Jayanti is also celebrated in the college to pay tribute to the Nobel laureate, late Rabindra Nath

Tagore.

On 5th September every year, teachers' day is celebrated by the college union to show their respect to their teachers by organizing talks on Radhakrishnan, functions, tribute to retired teachers amongst various other activities.

The doyen of Assamese music and culture, Dr. Bhupen Hazarika is renowned for his contribution to music all over the world. On the occasion of his death anniversary, Bhupendra Sangeet is sung and flowers are offered as a tribute to the great legend.

File Description	Document
Any additional information	[View Document](#)

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Committees comprise of faculty members, office staff and student representatives play vital role in the functioning of the college viz;

- **Academic Committee:** It is entrusted with the task of preparing the Annual Academic Calendar of the College, including the setting of schedules for internal evaluation. The administration seeks its advice on all academic matters.
- **Examination Committee:** It is entrusted with the implementation of all activities pertaining to the College's internal and external examinations. It also advises the administration on evaluation matters.
- **Finance Committee:** Prepares the annual college budget and advises the administration on financial matters.
- **Purchase and Monitoring Committee:** It advises the administration on all college acquisitions and also has a monitoring function for quality of the purchases.
- **CALL FOR TENDERS**
- **Construction Committee:** Takes care and supervises new construction activities which the college proposes to undertake, and also looks after the maintenance of the college.
- **Admission Committee:** The admission committee formed each year prepares Merit List of the applicant stream wise which is published in notice board before the admission. The college admit students on merit basis maintaining the reservation policy of Govt. of India. The transparency in the admission process is monitored by the Admission committee with the inclusion of faculty members, office staff, and student representatives and is headed by the Principal of the college. Students are also allowed to see their answer scripts after evaluations and request for re-evaluations are entertained. Declaration of merit list for all applicants are published one day prior to the admissions. Names of selected candidates are called out as per the list.

The college has both Internal and external audit

Internal audit: The College does internal audit every year .For internal audit one retired person from the local Audit; Govt. of Assam has been appointed by the management who looks after and prepares audit report. Internal audit report for the year 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 has been prepared.

External Audit: The last external audit has been done by the Local Audit Office, Govt. of Assam for the period from 2014 to 2018 and the report for the same is awaited.

File Description	Document
Any additional information	[View Document](#)

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

A.

1. **Title of the Practice**: Capacity building of students for accessing online systems.

2. **Objective**:

The objective of this capacity building exercise is to enable students to confidently access specific online systems in the Institutional environment. It is expected that this will make students confident and capable of accessing services available online and make them self-reliant.

3. **The Context**:

Student services in the College that need a student to interact with an online system include library access, digital payment of college dues, online student registration and examination form fill up, online form fill up and submission for admission to the College and availing of scholarships administered through the National Scholarship Portal. Again, online Google forms are used in the College to capture student information for student support schemes and other uses.

A large majority of the students are found to be hesitant when they first interact with digital interfaces on critical tasks. This is largely because tasks like examination form fill up or applying for a scholarship leaves no room for error and students are afraid of making mistakes. It was therefore decided that hand-holding would help them in adapting to the online environment.

4. **The Practice**:

The practice addresses an institution-wide problem of adapting to specific online systems. It embraces initiatives that seek to make students self-reliant in the use of these online systems. The different hand-holding initiatives that the practice consists of have been led by the College's Library, the Computer

Science Department and the Examination Committee with support from the administration and help from all staff members.

Hand-holding initiatives for online functions:

I. Library access: A library-user's orientation programme for all students includes

- Use of OPAC with live demonstration in SOUL 2.0
- Live demonstration in accessing e-resources in the N-LIST repository
- Live demonstration in DSpace on gaining access to the Institutional repository
- Familiarization with the automated system of borrowing and return of books.

II. Digital payment of College dues:

- Help with opening bank accounts with ATM cards.
- Orientation in the use of ATM Cards and other digital payment modes.

An important component of this initiative has been the training of the College staff in the use of POS machines.

III. Error-free and timely online registration and examination form fill:

- Lecture-demonstration sessions for students on the use of the portal.
- Training of trainers approach to capacity building, with student volunteers from the Department of Computer Science, first oriented to the online registration and examination form fill up process. They then help groups of students assigned to them with the process of registration and examination form fill up.

IV. Online Admission form fill up and submission:

- An online help desk
- A prompt response mechanism to help build confidence in the system.
- Providing assistance in real-time for online form fill up and submission.

V. Student access to the National Scholarship Portal:

- Making students aware of their role and responsibilities as a user of the NSP, as defined in the NSP's SOP.
- Live demonstration of the portal and guidance in its use.

VI. Google Forms to capture student data online:

- Peer support from students familiar with the Google form who assist their peers in filling up and submitting the form.

To further the capacity building of students, the College has implemented the Spoken Tutorial Project developed by Mumbai IIT, where a student learns a particular Free and Open Software (FOSS) through an online audio-video tool. Students can also enrol in 6 months' certification course for Computer Basics &

Office Automation that is run in the College.

5. **Evidence of success**:

The Evidence of success of the initiatives under this best practice can be seen in the following:

- Students' familiarity with the automated lending system, their growing use of OPAC and, their accessing of the N-LIST resources.
- Students pay all their College dues through the digital mode and have gained sufficient confidence in making digital payments. Some of them have been a part of a volunteer campaign to make street vendors aware of digital payment modes like PayTm and Mobile Wallet.
- Students' approach to online registration and examination form fill up with growing confidence which has led to these processes becoming progressively error free.
- Successful access of the NSP by students and their receiving their scholarships through the portal.
- Use of Google forms by students to provide information sought by the College, including student records for the Student Satisfaction Survey.
- The hand-holding initiatives can be limited to newly admitted students, with the other students having become generally capable in the use of the specific online system.

6. **Problems encountered and Resources required**:

- Large differences in student familiarity with online systems.
- The continued dependence of some students on cybercafés for assistance in accessing online systems. These cafes fill up the forms very casually, leading to errors that require a cumbersome correction process to be undertaken by the College.
- This practice does not need resources beyond the computer facilities and Internet connectivity available in the College.

7. **Notes**:

- Although not resource hungry in terms of infrastructure, the practice requires capable volunteers for the hand-holding of students during their familiarization with the online systems.

B.

1. **Title of Practice**: Fostering undergraduate research.

2. **Objective**:

The objective of the undergraduate research initiative in the College is to enable students to experience the excitement of learning through discovery.Engaging with research, the student learns the practice of a discipline and gains an understanding of research and research methods. They also acquire practical skills by learning the techniques they use in their research. It is also an opportunity for them to gain an understanding of academic honesty which is essential in research.

3. **Context**:

The College runs undergraduate programs in the Arts and Sciences and seeks to provide the students enrolling in these programs with a rich learning experience. Undergraduate research is one strategy that the College has chosen to create the desired learning experience.

4. **The Practice:**

Undergraduate research in the College is collaboration between student (s) and faculty member (s), in a research experience which promotes student learning. The design of the research project varies with some of them deriving from class-based activities while others are out of class initiatives.

Class-based Research Activities:

The Class-based research activities that are undertaken by students in the College are planned to follow the methods of research. These can take different forms:

1. Writing Assignments: Writing assignments undertaken as a part of project work are designed to have a research focus through the following:

- The topic is one which encourages the accessing of material in reference books and journals.
- The assignment is written in a structured manner with emphasis on a comprehensive introduction, a review of the reference material, the student's insight of the topic and a conclusion.
- Proper method of referencing following the standards prevalent in the discipline.
- Presentation before peers.

1. Service Learning and Community-based Research: These research projectshelp students relate their course activities to issues of concern to the community. They have the following common features:

- Articulation of a community need.
- Orientation and Training of students in the relevant area.
- Engaging with the problem with tools of research. The tools of engagement can vary with the disciplinary approach but survey methods are widely used.
- Addressing the community need.
- Evaluation and reporting.

Out-of-Class Research Activities:

The College supports out-of-class research activities through its funding of Teacher-led Students' Project. These projects, which are usually initiated by a mentoring facultywith a group of students, are administered by the College's Research Activities Cell.

A teacher –led students' project has the following essential features:

- Teacher-led students' groups submit proposals in the specified format.
- Proposalsare sent for peer review to external evaluatorsfor assessmentof suitability for funding.

- On receiving a recommendation for funding, the Research Activities Cell informs the particular group of acceptance of their proposal and requests the College administration to release the funding.
- On completion of the research project, the group prepares a draft project report and presents their findings before a peer group.
- The project report is finalized after addressing any points raised during the presentation.

5. Evidence of success:

The evidence of success for the College's initiative to foster undergraduate research can be seen in examples of the class-based research activities that the students have undertaken. Some examples of the completed research projects, which conform to the description of service-learning and community-based research, are

1. An Assessment of Diversion-Based Irrigation System of Kamrup (R) District Of Assam
2. An Assessment of Livelihood through Eri- Production and Marketing
3. An Assessment of Livelihood Profile of Piggery Business Workers of Kamrup (R) District.

The teacher- led students' project scheme was initiated in the College in the year 2010.During the period between 2015-16 to 2018-19, the College has funded a total of 27 projects under the scheme. It has been encouraging, seeing the diversity of research questions these projects have addressed and the forays into interdisciplinarity that they have encouraged.

6. Problems encountered and Resources required:

The problems encountered in fostering undergraduate research in the College are as follows:

- As this is an initiative that requires a faculty member to work directly with a student or a small group of students, faculty shortages arising from long standing vacant posts have been a problem.
- Limited laboratory space and facilities often results in user queues as regular practical classes take precedence over research projects.
- A heavy class load often discourages students from coming forward to take up an out-of- class research activity like the teacher-led students' project, which is not graded.

The resources that the initiative would gain from are:

Higher funding as the undergraduate research initiative like all research activity demands an allocation of funds and the funding support from the Collegeis not adequate.

Filling up of vacant faculty positions as this would bring in the much needed faculty support.

Higher equipment to student ratio in all laboratories, including computer labs.

7. **Note:**

The College persists in its efforts to foster undergraduate research and hopes to see it grow as we see it as a form of engaged learning that teaches students disciplinary practice and also practical skills.

File Description	Document
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Holistic education

Handique Girls' College was founded in 1939.The vision of the College has been shaped by the history of its beginnings in pre-independence India as a pioneering institution of higher education for women in the northeast of the country. This College was born out of the conviction of its founding Principal, Rajabala Das, that in a country striving to achieve independence, women had to be empowered through education to be a part of the nation-building process and take their rightful place in society.

Cherishing the ideals of its founder, the College seeks to empower its students with a holistic education to be creators and members of an ideal society. This is distinctive to its vision.

The College approaches holism in education by deepening the engagement of students with the curriculum and complementing this with suitable co-curricular activities. In fulfilling the academic requirement of their chosen programme of study, students not only attend classroom lectures but also write assignments, participate in seminars and group discussions, and undertake project work.Opportunity for a student to learn by doing is there in the form of the Teacher-led student projects funded by the College and internships.e- Resources, interaction with invited faculty further enrich the learning experience of students as do field trips and study tours organized by the College.

Along with emphasizing curriculum transaction, the College creates opportunities for students to engage in co-curricular activities. Different activity groups in the College organize debate and extempore speech competitions, musical performances, staging of plays, art and handicraft exhibitions and food exhibitions. Students also participate in yoga and sports activities, including adventure sports, and undertake other outdoor activities like nature walks and bird watching. Activities under NCC and NSS add another dimension to students' experience in the College.In all its curricular and co-curricular endeavours, the College emphasizes basic human values of truth, honesty, loyalty, mutual trust, compassion and respect for others. The certificate course offered by the Women's Studies Cell especially reiterates the core values of the Institution.

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

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

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

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

Two areas which the College would like to focus on are

The College would like to create more opportunities for its students to engage in sports, which not only addresses their physical development but also helps in building their confidence. Of course, constraints of space would be an obstacle but adequate strategies may help in overcoming this problem.

The College would also like to improve the self-employment prospects of its students by giving them a firm grounding in entrepreneurship. This would necessitate the College establishing an Entrepreneurship Cell which can not only provide training but also help in setting up sustainable industry-academia linkages.

We believe these steps would benefit the large majority of the College's students.

Concluding Remarks :

Handique Girls' College continues to maintain its eight decade old reputation for providing an empowering learning space for women. It has managed to attract students from various states and from different backgrounds who contribute to the diversity of the college's student community.

In spite of the constraints of a very limited campus area, it continues in its efforts to expand the academic and co-curricular choices for a student in the College. Every effort is made to provide students with a rich learning experience and the success of the College's teaching-learning enterprise finds reflection in student's achievements in both academic and non-academic areas.

Students of the College also engage effectively with the community to learn from it and share with it, their learning. This contributes to the breadth of their educational experience and makes them socially aware and responsible citizens.

Adequate infrastructure and learning resources are provided to support student learning and the College management is responsive to the needs of the student.

The College realises that its success in providing an empowering education is the outcome of its adhering to the ideals articulated in its Vision and Mission statements.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: 2018-19 / 2017-18 / 2016-17 / 2015-16 / 2014-15 16 / 3 / 2 / 5 / 5 Answer After DVV Verification : 2018-19 / 2017-18 / 2016-17 / 2015-16 / 2014-15 01 / 01 / 00 / 00 / 01 Remark : DVV has made the changes as per considered those teachers who participated in CCS UG meeting.
1.2.3	Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years 1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification: 2018-19 / 2017-18 / 2016-17 / 2015-16 / 2014-15 533 / 387 / 518 / 188 / 28 Answer After DVV Verification : 2018-19 / 2017-18 / 2016-17 / 2015-16 / 2014-15 493 / 377 / 503 / 180 / 16
1.3.2	Number of value added courses imparting transferable and life skills offered during the last five years 1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 2 Answer after DVV Verification: 01 Remark : DVV has made the changes as per brochure of Singleplex and multiplex PCR provided by HEI. DVV has not consider workshop course.

1.1.3.1 — Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
16	3	2	5	5

1.1.3.1 — Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
01	01	00	00	01

1.2.3.1 — Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
533	387	518	188	28

1.2.3.1 — Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
493	377	503	180	16

2.1.1	Average percentage of students from other States and Countries during the last five years

2.1.1.1. Number of students from other states and countries year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
61	48	60	49	22

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
61	48	60	49	21

Remark : Passport/domicile certificate of SRAEETA GHOSH for 2014-15 not provide by HEI.

2.1.2	Average Enrollment percentage (Average of last five years)

2.1.2.1. Number of students admitted year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1029	961	968	947	944

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1028	960	967	946	943

2.1.2.2. Number of sanctioned seats year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1117	1006	1022	967	1012

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1117	1006	1022	967	1012

Remark : Provided document has not reflect first year student.

2.1.3	Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last

five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
504	463	358	351	350

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
541	504	377	368	375

Remark : DVV has made the changes as per extract of admission report of reserved categories (ST, ST , OBC EC-PH) provided by HEI.

2.3.3	Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors
Answer before DVV Verification : 117
Answer after DVV Verification: 92

Remark : DVV has made the changes as per list of mentor for 2018-19 not provide by HEI. DVV has not consider list of mentor for 2019-20.

2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	2	4	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	2	1	1

Remark : E-copies of award letters of (any one) teacher for 2017-18 not provided by HEI. E-copies of award letters of Dr. Nabajyoti Das has already provided in first level.

2.6.3	Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.
Answer before DVV Verification : 560
Answer after DVV Verification: 568
2.6.3.2. Total number of final year students who appeared for the examination conducted by the

	institution
	Answer before DVV Verification : 618
	Answer after DVV Verification: 626
	Remark : DVV made the changes as per report of total number of pass students and total number of appeared students for 2018-19 provided by HEI.
3.1.1	Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)
	3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)
	Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1.53	14.64	0.80	1.78	3.20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.95	20.38	3.05	3.1	205.76

Remark : DVV has made the changes as per letter of Grants for research projects sponsored by the non-government sources provided by HEI.

3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years
	3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years
	Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
45	60	83	76	63

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Provided link has not reflect research papers. Research papers in the Journals notified on UGC for 2014-15, 2015-16, 2016-17 not provide by HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
42	64	30	34	31

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	1

Remark : Provided books and chapters has not reflect ISBN number.

| 3.4.2 | Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years |

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	0	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	1	0

| 3.4.3 | Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years |

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	10	3	7	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	8	2	4	2

	Remark : Reportof Cleanliness drive in the college campus,hygiene and cleanliness at Jabe Patgaon Village, Rani, Kamrup for 2015-16, Blood donation at college campus by the students and teachers for 2017-18 not provide by HEI.
3.4.4	Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
128	211	85	158	155

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	10	00

Remark : DVV has made the changes as per number of students participating in Workshop on Preparing Young Girls to volunteer for Constructive Work for 2015-16 provided by HEI. Provided report of Campaign against the use of drugs, Cleanliness drive in theKasturba Gandhi National Memorial Trust, Sarania has not reflect participating of students .

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	5	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	4	1	1

3.5.2	Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

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

MoUs with ongoing activities to be considered)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	1	1	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	1	1	1

Remark : Provided report of Daimuguri Prathamik Bidyalaya for 2017-18 are in regional language.

4.1.3	Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 40 Answer after DVV Verification: 03 Remark : List of list of classrooms/seminar halls with ICT enabled facilities not provide by HEI.
4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years. 4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
69.2	71.8	89.6	69.7	87.3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV has not consider audited statement without signed by CA.

4.2.4	Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs) 4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2.43	10.60	1.87	7.73	1.55

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.43	10.06	1.87	7.73	1.55

Remark : DVV has made the changes as per expenditure of Purchase of Books and Journals duly singed by CA.

4.2.6	Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year
Answer before DVV Verification : 102
Answer after DVV Verification: 52

Remark : DVV has made the changes as per average of students using library per day on 13/12/2018 . Logbook of 11/12/2018 , 12/12/2018, 14/12/2018 , 15/12/2018 not provide by HEI.

4.4.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12.41	6.40	10.49	17.47	11.07

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12.41	6.04	10.49	17.47	11.07

Remark : DVV has made the changes as per expenditure of Physical facilities & Academic Support expenses duly singed by CA.

5.1.4	Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 783 | 210 | 221 | 131 | 300 |

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
33	200	71	131	283

Remark : DVV has made the changes as per list of guidance for competitive examinations and career counselling provided by HEI. DVV has not consider list of annual day for 2018-19. DVV has not consider only photos. List of A live demonstration of functioning of Servers and how to manage the calls in a call centre for 2014-15 not provide by HEI.

5.1.5	Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
190	195	376	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Supporting document not provide by HEI.

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

5.2.1.1. Number of outgoing students placed year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	19	14	40	67

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	19	13	39	66

Remark : Placement certficate of Gauhati High Court for 2014-15 , ICICI Bank, Bamunimaidam Branch for 2015-16 , ETU Bharat, Hyderabad for 2016-17 not provide by HEI. DVV has not consider id card .

5.2.3	Average percentage of students qualifying in State/ National/ International level examinations during

the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	13	4	5	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	12	4	5	6

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	13	4	5	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	13	4	5	6

Remark : Qualifying certificates of Roll 06002785 for 2017-18 not provide by HEI.

5.3.1	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) 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:

2018-19	2017-18	2016-17	2015-16	2014-15
4	11	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	0	0	0

Remark : DVV has not consider Certificate of Appreciation.

5.4.2	Alumni contribution during the last five years(INR in Lakhs)
	
	    Answer before DVV Verification : ? 5 Lakhs
	    Answer After DVV Verification: <1 Lakh
	 Remark : Relevant document not provide by HEI. DVV has not consider audited statement without signed by CA in first level.

6.2.3	Implementation of e-governance in areas of operation
	
	    1. Planning and Development
	    2. Administration
	    3. Finance and Accounts
	    4. Student Admission and Support
	    5. Examination
	
	    Answer before DVV Verification : A. All 5 of the above
	    Answer After DVV Verification: D. Any 2 of the above
	 Remark : DVV has made the changes as per screenshot of Finance and Accounts and Administration provided by HEI.

6.3.2	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years
	
	   6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years
	    Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	1	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Remark : Provided letter of Dr. Biswajit Choudhury has not reflect amount financial support .

6.3.3	Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years
	
	   6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years
	    Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	4	0	3	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	2	0	3	0

6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
74	15	17	28	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
38	13	17	7	12

Remark : E-copy of the certificates of the program attended by Dr. Nabajit Dutta for 2017-18 not provide by HEI.

6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	8	2	4	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	00	00

6.5.4	Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements

2. Academic Administrative Audit (AAA) and initiation of follow up action

3. Participation in NIRF

4. ISO Certification

5. NBA or any other quality audit

    Answer before DVV Verification : C. Any 2 of the above
    Answer After DVV Verification: D. Any 1 of the above
Remark : DVV has not consider report of AQARs of IQAC for 2017-18.

7.1.1 — Number of gender equity promotion programs organized by the institution during the last five years

   7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	3	3	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	3	3	1

Remark : Report of International Women's' day celebration with on the Spot Poster Competition and Extempore Speech Competition and film screening for 2018-19 not provide by HEI.

7.1.3 — Alternate Energy initiatives such as:

  1. Percentage of annual power requirement of the Institution met by the renewable energy sources

  7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH)
  Answer before DVV Verification : 0
  Answer after DVV Verification: 0
  7.1.3.2. Total annual power requirement (in KWH)
  Answer before DVV Verification : 110976.8
  Answer after DVV Verification: 0

Remark : Supporting document not provide by HEI.

7.1.9 — Differently abled (Divyangjan) Friendliness Resources available in the institution:

  1. Physical facilities

	2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) Answer before DVV Verification : B. At least 6 of the above Answer After DVV Verification: C. At least 4 of the above Remark : DVV has made the changes as per photos of Physical facilities, Ramp/ Rails , Rest Rooms, Special skill development for differently abled students provided by HEI.
7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : DVV has not consider word document.
7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) 7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>4</td><td>1</td><td>1</td><td>2</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : DVV has not consider word document.
7.1.15	The institution offers a course on Human Values and professional ethics

	Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : DVV has not consider word document.
7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years 7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years Answer before DVV Verification: Answer After DVV Verification : Remark : Report of Rashtriya Ekta Divas(National Unity Day) not provide by HEI.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 29 Answer after DVV Verification : 114
1.2	Number of programs offered year-wise for last five years Answer before DVV Verification:
2.1	Number of students year-wise during the last five years Answer before DVV Verification:

1.2 Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
29	29	29	29	28

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
06	06	06	06	06

2.1 Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 2325 | 2222 | 2267 | 2325 | 2294 |

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2324	2221	2266	2324	2293

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:

2018-19	2017-18	2016-17	2015-16	2014-15
506	517	397	375	392

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
541	504	377	368	375
2.3	Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
560	643	611	639	515

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
626	670	672	743	654
3.2	Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
129	129	128	131	127

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
117	117	115	116	114
4.2	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 88.6 | 96.9 | 153.7 | 69.7 | 87.3 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 104.44 | 113.37 | 166.21 | 95.68 | 100.49 |