SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

DUDHNOI COLLEGE

DUDHNOI COLLEGE, DUDHNOI, GOALPARA, ASSAM
783124

dudhnoicollege.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dudhnoi College is situated in the southern bank of Brahmaputra in the district of Goalpara, and is within two hours reach from Dispur- the capital of Assam. It was established by a group of visionary people in 1972 in an area of about 100 bighas of land in order to carry forward the unsaid hopes and desires of a group of marginalised indigenous agrarian people predominantly inhabited by tribal people. To remove them from the ease and luxury of ignorance in which they had cocooned themselves, the institution wants to open up to them a window where they can see a new world of immense possibilities. The light of this new enlightened world expects to bring a difference to their lifestyle with the edges of knowledge. It is believed that knowledge will increase the standard of living and dignity in the society and channelize their hidden potentiality towards participation in mainstream politics, economy and governance. With this vision, numerous individuals, including teachers, non-teaching staff, and locals, have been making unwavering and persistent efforts to transform this institution into a key hub for higher learning in the area.

Though started only with Arts stream, the college upgraded its academic curriculum in 1985 and 2015 by incorporating Science and Commerce stream respectively. The entire team of college collectively strides with unshakable faith and dedication towards achieving this end. Constant feedback from students, teachers, alumni and guardians provides ample opportunities to evaluate realistically its holistic journey and to adopt appropriate measures as and when necessary to continue towards success. The gradual improvement of academic environment of the college as reflected in the last two cycles of NAAC assessment and accreditation affirms this unswerving collective attitude. Preparation of this present Self Study Report (SSR) for other cycles of NAAC assessment and accreditation will once again allow us to evaluate realistically the status and position of Dudhnoi College in the general development graph of all the Higher Educational Institutions of India.

Vision

To disseminate the knowledge of higher education among the needy section of the society and to become a frontrunner in teaching, learning and research, so that the fullest potential of the students may develop enabling them to compete with modern day challenges and opportunities, along with the quality of leadership that may inspire them to work for the advancement of the society and the nation.

Mission

- To be a centre of higher learning through which quality education can be imparted to the students by adopting best of the best practices.
- To mould intellectually competent, morally upright and socially committed persons capable of building a more human social order.
- To motivate students to pursue higher education, appear for competitive exams, and other value-added programmes for their holistic development.
- To extend its activities to address environmental, social and cultural concerns in the region and promote free enquiry and life-long learning.
- To provide an environment to both the teachers and learners for developing the fullest potential by

combining talents, skills and values in the field of culture and sports along with education.

- To generate and inculcate the leadership quality among the students for the advancement of the society and the nation by way of co-curricular and outreach extension programme.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Dudhnoi College is the oldest and largest higher educational institution in Dudhnoi and its adjoining areas catering to the needs and aspirations of a large member of students of the area for higher education.
2. Accumulation of a pool of qualified teachers. Presently, twenty three numbers of Ph.D awardee and sixteen M.Phil awardee are teaching at Dudhnoi College.
3. The college has Wi-Fi campus and every department in the college has desktops or laptops with internet facilities.
4. The college has a central Library with 20000 volumes of books and subscription to Nlist which provides access to 97000 books and 6000 journals. The library is partially digitalised (www.dudhnoicollege.digitallibrary.co.in) with Online Public Access Catalog (OPAC) facilities.
5. Spacious college campus with good infrastructure for both curricular and co-curricular purpose.
6. Dudhnoi College has a green campus where learning environment coheres beauty and tranquillity of pastoral landscape.
7. Dudhnoi College has a good administrative setup with disciplined management of the college.
8. Dudhnoi College provides distance learning in undergraduate and post graduate course as well as vocational course through the study centre of IDOL (under Gauhati University) and Krishna Kanta Handiqui State Open University.

Institutional Weakness

1. The college requires more sanctioned (permanent) teachers. Number of permanent teachers are less than required.
2. Most of the students admitted in this college are from socio-economically weak and poor academic background.
3. There is an absence of a well-equipped modern auditorium.
4. Absence of sufficient numbers of smart board and smart classroom for taking audio-visual classes.

Institutional Opportunity

1. To introduce PG courses in different departments.
2. To introduce vocational and value-added course into the course curriculum.
3. To launch bridge course to introduce our students to the competitive world outside.
4. The institution can work as a centre for preservation and development of rich cultural heritage of different tribal communities living near the college.
5. There is a provision of revenue generation through fish and silk farming on the college campus.

Institutional Challenge

1. To set a cut off mark for admission into degree course.
2. To draw more students into science and commerce stream.
3. To increase the research-oriented activities.
4. To promote the commerce stream into a full-fledged govt. provincialized stream from self-financing course.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an affiliated HEI, Dudhnoi College is essentially a teaching unit which depends on Gauhati University for legitimising academic and administrative process including preparation of the curriculum. Its engagement with curricular aspects is limited to mainly in its implementation. As far as its planning and implementation is concerned, there is a meticulously planned conspicuous system involving principal, teachers and students. A routine committee prepares a class routine at the beginning of the academic year in accordance with course curriculum and in a manner to justify all subjects with varied credit points along with theory and practical. Simultaneously, the HoD of each department are entrusted to divide the courses according to the potentialities of the teachers in such a way that the syllabus can be completed in due time. Prior to this, the academic committee in consultation with IQAC prepares a detail academic calendar in compliance to the general academic calendar and Holiday List published by Gauhati University. All academic activities in the college strictly follow this calendar.

As far as classroom transaction is concerned, teachers play the role of a guide and facilitator using audio-visual and traditional method of teaching. Evaluation of the progress of the students is made at the end of each semester through an examination conducted by the university. However, there are assignments, project works and sessional examination held time to time in between.

With the introduction of Choice Based Credit System (CBCS) from the academic year 2019-2020, a student enjoys better opportunity to choose from a pool of subjects across the three streams (Arts, Science & Commerce). Moreover, keeping in mind, the development of skill and competencies of the students, Dudhnoi College launched a few certificates and vocational courses last year. Certainly, it enriched the curriculum to a considerable extent.

Since, curricular aspects determine the state of the institution and the future course that it will take, hence evaluation of the curriculum and its transaction is made by obtaining feedback from different stakeholders. The analysed feedback is then sent to appropriate authorities as and when required for alteration or rectification.

Teaching-learning and Evaluation

Dudhnoi College adopts a transparent admission procedure of the students and administer it strictly in accordance with the existing government rules of reservation of seats. From the last few years, it has been trying to transform the whole admission process into an online admission process for convenience of the students. Free admission provided to all students living below the poverty line in compliance to the decision of

Govt. of Assam. Students from neighbouring states like Meghalaya and West Bengal also take admission in this college every year. Individual departments display the list of students admitted to respective honours course on merit basis with cut off marks. Those students, who do not qualify to take honours, are allowed to pursue their graduation degree through Regular Courses.

Since students come from different geographical, economic and social background with different capabilities, so efforts are taken to cater to this diversity of students. Departmental induction programme is held in the beginning of every academic year along with tests to judge the basic understanding level of the students. Accordingly, departmental planning for classroom transaction is designed and as and when necessary, tutorial group is formed to boost the slow learners and to address the special need of the fast learners.

Teachers indulge more on collaborative learning, interactive and participative learning than on blackboard and lecture method. Seminar and presentation, field study and project become the essential component of curriculum. Moreover, teachers continuously incorporate latest method of technology-oriented teaching techniques to their existing method and used immensely online platform of teaching-learning like Zoom Meet, Google Classroom for ceaseless and joyful classroom communication. Integration of the Google meet in the college website in a student friendly interface successfully overcame the challenges brought by successive lockdowns in holding virtual classes.

In the recruitment of teachers, an empowered committee of seven members formed by Academic Registrar of Gauhati University and final approval from DHE, Assam appoints an assistant professor by following the guidelines of Directorate of Higher Education, Govt of Assam. The process is transparent and free from any kind of corruption, nepotism and red tapism.

Research, Innovations and Extension

As an affiliated institution, Dudhnoi College is essentially a teaching unit, yet considerable effort has been put for advancement of research and innovation. As many as 23 Ph.D awardee teachers are presently teaching in the institution and many others are doing the research actively. Presently, there are more than fifty research papers published in UGC carelisted journals including Scopus and Web of Science. The college also formed a Research Advisory Committee to promote and develop research environment in the college. To complement this research initiative, the institution also organises seminars and workshops and faculty developments programmes. It is to be mentioned that Dudhnoi College organised 4 National Webinar, 1 National Workshop, three Faculty Development programmes and host of other institutional activities including popular talks and seminars during the last five years.

Growth of intellectual acumen of the students through research activities is one of the important objectives of the course curriculum. Project works and field studies involve them towards these activities. Very recently a student from physics department developed a sensor-based e-dustbin and medical emergency drone for welfare of the society.

As far as building innovative culture is concerned, the college has a cell named "Institution Innovation Council" (IIC) which organises events and activities to support and showcase the innovative potentialities of the students. The institution through IIC supports and encouranges innovative ideas and thinkers from nearby locality to showcase their potential in this field.

Apart from teaching and devoting in research activity, Dudhnoi College takes it as institutional responsibility to

develop its neighbouring area and its people. Therefore, it adopts nearby schools and villages for its socio-academic development. Inclusion of this activities help to inculcate human values, empathy, sensitivities towards communities and gender among the members of NSS unit, Ranger and Rover Unit.

Infrastructure and Learning Resources

Dudhnoi College consistently upgrades and renovates its physical infrastructure to accommodate the needs of its students. Presently, the institution has 33 classrooms with approximately 20092 square feet, 23 rooms for laboratory and related purposes and other 16 rooms for administrative purposes including the principal's office with 10920 square feet. There are additional 25 rooms used for departmental staff rooms and classrooms. The Toilet and Urinal facilities are adequate and hygienic. At present there are 25 Urinal and 21 Toilet rooms clearly divided for both boys and girls. As far as ICT infrastructure is concerned, there are 148 computers with internet connectivity, 17 LCD projectors in different classrooms, 3 Interaction board and 76 CCTV cameras.

The Library of Dudhnoi College incorporates a substantial amount of learning resources. Transformed into a digital library with ILMS software Koha (Version 20.05), with online public access catalog (OPAC) presently, the library has more than 20,000 volumes of print books covering all the subjects in science, arts and commerce discipline. Apart from the normal curriculum books the college library has a good collection of general books like novel, story, essays, biography, encyclopaedias and many reference books. In addition to this, the college library has subscribed to N-List where more than 97000 books and above 6000 journals are freely available for both students and faculty members. The college library also initiated a process for giving individual membership to the students and faculty members to NDL (National Digital Library).

The institution has also subscription to the following e-resources: e-journals through N-LIST, e-shodh Sindhu (only N-LIST), access to e-books through NDL (National Digital Library) and N-LIST.

Moreover, N-LIST and NDL are remotely accessible. Again, the college has one Institutional Digital Repository developed with the DSpace Digital Library Software.

The access link to the digital repository is: http://dudhnoicollege.digitallibrary.co.in

Physical and ICT infrastructure of the college is kept under a disciplined maintenance system. Presently, more than 10 people are working in the college for the maintenance of the physical infrastructure. For the ICT infrastructure, the college depends on the experts or technician locally available.

Student Support and Progression

Apart from sincere and systematic adherence of the course curriculum to a meaningful end, Dudhnoi College envisions students' progress with different support initiatives. The Career Guidance Cell organises different career oriented and training programmes for the students. Among these programmes are lectures, e-qiuz, workshops and free training programme for state level competitive examination. The students' Grievance Redressal Cell eagerly welcomes any dissatisfaction and difficulties of the students whether it is examination related, classroom transaction or gender related issue and addressed it promptly. Internal Complaints Committee (ICC) receives grievances from students and teachers on sexual harassment issues. Anti-Ragging

Committee takes all the preventive measure to stop ragging inside the college campus. All these Cells receive grievances of the students through e-mail, over phone or in person. Recently, the college website is being developed to accommodate three different tabs through which students can lodge their grievance online.

To support students learning and progression, Dudhnoi College provides freeships and scholarship to the students as per the guidelines of Govt. of Assam. Moreover, training programmes are organised occasionally to build competency and guide the students for different jobs.

Alumni are an essential component in development of the college. There is a registered Alumni Association at Dudhnoi College and the college seeks advice and assistance from the alumni regarding different academic, cultural and other social activities.

Governance, Leadership and Management

Dudhnoi Colllege has a dynamic and visionary leadership in the position of principal who sets up clearly the missions of the college in tune with the vision of the college. The leadership has set the following missions and are guiding its resources to reach its intended vision. It embarks with the missions to make Dudhnoi College a centre of higher learning and research where learners will find an environment to develop their latent potential as well as to inculcate human values and leadership qualities.

In the functions of the institutions, the academic and administrative units are governed by principles of participation and transparency. The centre of authority has been decentralised to include different stakeholders in the forms of committee and decisions are taken in the democratic manner, after much discussion and analysis. At present, there are 23 committees including the apex body - Governing Body of the college to look into different aspects of the college. As far as its discipline is concerned, the college publish a handbook of rules and regulations on the basis of existing acts and regulations of the Government of Assam and UGC. As has been evident in the emphasis given in the "teaching-learning and evaluation" aspect of the Institution, the leadership always adopts a good faculty empowerment strategy in respect of recruitment of teachers, enhancement of competency and receiving feedback. Of late, the institution leadership evolved a system for giving regular performance appraisal of staff at the end each academic year.

Financial Management and mobilisation of its resources requires prior approval from Governing Body, which is then, monitored by construction committee. Subsequently, all the expenses are audited through an internal committee and an external committee appointed by Govt. of Assam.

The IQAC controls the Internal Quality Assurance system of the college. It is responsible for assuring quality in the college through proper planning and execution of the same.

Institutional Values and Best Practices

The objective of holistic education can be meaningfully achieved through proper inculcation of human values and sensitivity to issues like gender equity, climate change and environmental issues. As a co-educational institution, Dudhnoi College intends that the knowledge of students is not encapsulated within the texts that they have read; we try to provide them experiences rich enough to teach them institutional values. Display board, signage and hoardings are used on the college campus to complement this step. Celebration of nationally and internationally important days like Environment Day, Women Day certainly sensitize the students towards

these issues. Moreover, the Women Study Centre, Anti-Sexual Harassment Cell and Women Cell promote same values through discussion and extension activities. NSS unit provides students to inherit wide variety of experiences by going into the midst of people.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DUDHNOI COLLEGE
Address	Dudhnoi College, Dudhnoi, Goalpara, Assam
City	Dudhnoi
State	Assam
Pin	783124
Website	dudhnoicollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Lalit Ch. Rabha	03663-295717	8638103337	-	iqacdudhnoicollege @gmail.com
IQAC / CIQA coordinator	Bidyut Kalita	03663-9957399694	9957399694	-	kbidyut73@yahoo.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Assam	Gauhati University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	21-09-1987	[View Document](#)
12B of UGC	09-04-1990	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Dudhnoi College, Dudhnoi, Goalpara, Assam	Rural	60.76	5833

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,MIL Assamese	36	Higher Secondary	English + Assamese	50	50
UG	BA,Assamese,Major	36	Higher secondary	Assamese	50	50
UG	BA,Assamese,Elective Assamese	36	Higher secondary	Assamese	30	20
UG	BA,Anthropology,General	36	Higher Secondary	English + Assamese	25	20
UG	BA,Anthropology,Major	36	Higher secondary	English + Assamese	25	25
UG	BSc,Botany,Major	36	Higher Secondary	English + Assamese	20	20
UG	BSc,Botany,General	36	Higher Secondary	English + Assamese	20	20
UG	BA,Bodo,MIL Bodo	36	Higher secondary	English + Assamese	20	20
UG	BA,Bodo,Elective Bodo	36	Higher secondary	English + Assamese	50	50
UG	BA,Bodo,Major	36	Higher Secondary	English + Assamese	30	30
UG	BSc,Chemistry,Major	36	Higher Secondary	English + Assamese	15	10
UG	BSc,Chemistry,General	36	Higher Secondary	English + Assamese	30	30
UG	BSc,Computer Science,IT	36	Higher Secondary	English + Assamese	20	0
UG	BA,English,General	36	Higher Secondary	English,English + Assamese	100	100
UG	BA,English,Major	36	Higher Secondary	English	40	40

UG	BA,Education,Major	36	Higher Secondary	English + Assamese	50	50
UG	BA,Education,General	36	Higher secondary	English + Assamese	50	50
UG	BA,Economics,General	36	Higher Secondary	English + Assamese	25	25
UG	BA,Economics,Major	36	Higher Secondary	English + Assamese	25	25
UG	BA,Geography,General	36	Higher Secondary	English + Assamese	30	30
UG	BA,Geography,Major	36	Higher Secondary	English + Assamese	35	35
UG	BA,History, Major	36	Higher Secondary	English + Assamese	35	35
UG	BA,History, General	36	Higher Secondary	English + Assamese	20	20
UG	BA,Mathematics,General	36	Higher Secondary	English + Assamese	10	10
UG	BA,Mathematics,Major	36	Higher Secondary	English + Assamese	20	15
UG	BA,Philosophy,General	36	Higher Secondary	English + Assamese	15	15
UG	BA,Philosophy,Major	36	Higher Secondary	English + Assamese	25	20
UG	BSc,Physics, Major	36	Higher Secondary	English + Assamese	15	15
UG	BSc,Physics, General	36	Higher Secondary	English + Assamese	20	20
UG	BA,Statistics, General	36	Higher Secondary	English + Assamese	10	10
UG	BSc,Zoology,General	36	Higher Secondary	English + Assamese	20	20
UG	BSc,Zoology,Major	36	Higher Secondary	English + Assamese	25	25
UG	BA,Political Science,Gene	36	Higher Secondary	English + Assamese	100	100

	ral					
UG	BA,Political Science,Major	36	Higher Secondary	English + Assamese	50	50
UG	BCom,Accounts,Major	36	Higher Secondary	English + Assamese	20	20
UG	BCom,Management,Major	36	Higher Secondary	English + Assamese	25	25
UG	BA,Bengali, Elective Bengali	36	Higher Secondary	English + Assamese	10	0
UG	BA,Bengali, MIL Bengali	36	Higher secondary	English + Assamese	10	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				14				43			
Recruited	0	0	0	0	11	3	0	14	26	12	0	38
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				44			
Recruited	0	0	0	0	0	0	0	0	12	19	0	31
Yet to Recruit	0				0				13			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				22
Recruited	17	0	0	17
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	11	12	0	23
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	7	4	0	6	6	0	23
M.Phil.	0	0	0	1	0	0	7	6	0	14
PG	0	0	0	0	0	0	16	4	0	20
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	10	17	0	27
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	857	40	0	0	897
	Female	1086	23	0	0	1109
	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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	17	26	24	20
	Female	19	25	16	20
	Others	0	0	0	0
ST	Male	136	160	178	275
	Female	137	179	188	306
	Others	0	0	0	0
OBC	Male	96	89	71	79
	Female	66	86	67	96
	Others	0	0	0	0
General	Male	85	98	94	127
	Female	78	58	92	102
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		634	721	730	1025

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Dudhnoi College presently offers courses in Arts, Science and Commerce streams and envisions in becoming more robust, holistic multidisciplinary institution in near future. A systematic plan has been prepared to achieve this destination. Along with the emphasis on text-based knowledge of curriculum, projects and field works are to be carried out simultaneously. Secondly, there will be increasing engagement of students in departmental, and inter-college level workshops and seminars, quiz, debate and cultural activities. Thirdly, it has been proposed to launch certificate courses on physical education, sports, and skills for maximum utilisation of the college sports facilities. Similarly, strengthening the

	Ranger, Rover and NSS units and their increasing participation in various extension activities inside as well outside the college campus, multidisciplinary learning is encouraged.
2. Academic bank of credits (ABC):	According to University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021 and its subsequent amendment in 28 December 2021, registration in Academic Bank of Credit is limited to Universities and Autonomous colleges only. Therefore, Dudhnoi College, as an affiliated undergraduate college under Gauhati University, cannot register in Academic Bank of Credits. It will surely comply and abide by the guidelines directed by appropriate authority in future. However, individual registration in ABC is encouraged among students and teachers.
3. Skill development:	As an affiliated institution, Dudhnoi College follows the curriculum designed and approved by Gauhati University. However, the college, keeping in mind, the growing demand of skills among students, had initiated some efforts of its own. 1. The college signed an MoU with Bajaj Finserv on 20 July 2021 to help the students in gaining skill and knowledge in the field of Banking, Finance and Insurance. 2. The college signed an MoU with Grameen Sahara, an NGO known for training its participants with skills and knowledge in the field of farming, aquaculture and various handicrafts. 3. The college signed an MoU with M/S Optimista Learning Hub LLP, a soft skills and Mental Skills Training Center based on Guwahati, Assam. 4. The Institution also signed an MoU with E&ICT Academy, IIT Guwahati to the benefit of teachers and students The following initiative has been taken by the institution to promote vocational education and its integration into mainstream education. 1. A certificate course namely "Certificate Programme in Banking, Finance and Insurance" (CPBFI) was launched and completed in the year 2021. 2. A certificate course on vermicomposting was launched by the department of Botany since 2021 and has since successfully completed certificate courses and training programs on vermicomposting and mushroom cultivation as well. 3. A Certificate course on Aquaculture from the department of Zoology to impart knowledge to the students about the skill related to fish cultivation

	have been successfully completed. 4. Certificate course on various themes like Human rights, Gender Studies and Eco-tourism have been successfully completed in 2021-22 academic session. 5. A certificate course of 30 hours on "Beauty and Makeup" and on "Kick Boxing and Martial Arts" have been completed successfully.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Regarding integration of Indian Knowledge System in the course curriculum, Dudhnoi College has taken some initiatives of its own apart from implementing the curriculum prepared in accordance with UGC guidelines by the Gauhati University. a) As an institution situated in the tribal area, Dudhnoi College is committed to promotion and development of its native culture and language. It has created, therefore, Rabha Literary Society, Bodo Literary Society and Koch Rajbongshi Literary Society with involvement of students and under guidance of the teachers. b) Moreover, the college has Assamese and Bodo Department and offers MIL in Garo for the students of Higher Secondary course. c) Educational Trip and Field study helps students to explore native culture and language and to know it better. d) Moreover, the syllabus in the curriculum wants students to know ancient Indian wisdom and knowledge. For instance, a student with History honours will get knowledge about Hindu civilisation and classical text. Similarly, students from English and Assamese honours will get to know about the contribution of classical Indian writers and their literary works.
5. Focus on Outcome based education (OBE):	As an affiliated institution, Dudhnoi College mainly follows the course curriculum prepared by Gauhati University for the degree courses. Yet, the institution tries to bring flexibility to its curriculum independently on its own by adding Outcome Based Education (OBE) to its existing and pre-defined curriculum. In the year 2021 and 2022 the following outcome-based certificate courses were introduced to bring maximum outcome in developing the skills in certain areas like beauty and make up, physical training and self-defence, aquaculture, mushroom cultivation and vermicomposting etc. The college also introduced a course to develop professional competency among the students in order to compete and survive in the world of banking, finance and insurance.

6. Distance education/online education:	Dudhnoi College offers open and distance learning to the needy students through its two study centres. The Krishna Kanta Handiqui State Open University (KKHSOU) and Institution of Distance and Open Learning (IDOL) of Gauhati University operate successfully from the college. Apart from this, the college also offers avenues for online distance mode of learning by accommodating latest teaching-learning techniques for classroom transaction. It always tries to make classroom delivery more interesting by infusing LCD projectors, computers and smart board alongside the traditional mode of teaching in the classroom. This audio-visual method of teaching substantially enhanced the quality of teaching. Presently all departments have access to computer with good internet connectivity. Moreover, the college library has been digitalized where a student can search a book of his interest with ease and can have access to a lot of resources through NLIST, NDL etc. Apart from this, to transform the classroom transaction into a blended mode, many efforts have been made. The college website had been designed in such a way that a google meeting can be integrated easily through which classes can be taken with ease. This mode of teaching had been immensely successful due to student friendly interface during the Covid-19 pandemic in 2020 and 2021. The college also encourages its teachers to keep up to date with latest teaching techniques through participation in various workshops and seminars. To step up this effort, the college has organised three faculty development programmes from 2020 to 2022 in collaboration with E&ICT academy, IIT, Guwahati on use of technologies and e-resources.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	There is a a functional Electoral Literacy Club (ELC) at Dudhnoi College.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The Electoral Literacy Club of Dudhnoi College is functional, and the students' coordinator and teachers coordinators are appointed by the college authority. Yes, it is representative in nature.

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The following activities are performed by the ELC at Dudhnoi College. 1. Voters awareness campaign. 2. New voters registration programme. 3. Accomplishment of election of Dudhnoi College students' Union etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college organises voters awareness camp. It supports districts administration's move in organizing training cum awareness programme at Dudhnoi College.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Every year awareness cum registration camp is organised at Dudhnoi College with support from district administration for newly admitted 18+ age of students. For this sincere effort, all most all eligible students have possessed the voters franchise.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2113	1632	1687	1745	1786

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

2 Teachers

2.1

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

Response: 74

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	72	72	72	73

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
199.14	127.57	100.82	179.87	269.66

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The IQAC of Dudhnoi College coordinates the ambition of the Institutional Planning Committee, the Academic Committee and teaching departments towards effective curriculum delivery. The crucial characteristics of this coordinated effort are as follows:

The institutional Academic Calendar works as the standard operating procedure for delivery of curriculum effectively in all purposes. The college prepares this academic calendar in tandem with the calendar circulated by Gauhati University at the beginning of each academic year. It contains date of commencement of classes, working days and holidays in each semester, sessional examination schedule, dates for semester-end examinations, dates for the College's flagship programs and various curricular, extra, and co-curricular activities. The administration of the college, IQAC & Academic Committee ensures its accomplishment according to this calendar.

The Class Routine is another means for effective classroom transactions and planning of learning activities. At departmental level, all the HoDs prepare an annual plan with a roadmap to complete the course curriculum. This plan includes accomplishment of project works and field study also. With regard to field study, students are accompanied by teachers of the departments to the site of study and students make study on topics approved by Head of the departments. The process completes when they submit their field report to the department and undergo a viva voce on that report. The Head of the Department also monitors the progress of the course and keeps a record of the students' attendance, and assignment provided for every subject. Remedial classes are also conducted for students weak in acquiring concepts from subjects.

Sessional examination, home assignments, group discussions, and seminar presentations form parts of continuous internal evaluation. For Internal Assessment Process, an Examination committee is formed at the college level which monitors the overall internal assessment process and keeps the record ready to be sent to the University as and when required. With regard to the semester-end examination, the affiliated university set the question papers and teachers of different colleges under the same university evaluates the answer scripts. The college only conducts the examination under the supervision of a senior professor appointed by the affiliating university. The whole process is designed to be time -bound and transparent.

Co-curricular activity is another significant part of curriculum. Students are provided ample opportunities within the tight academic schedule to express their latent potentiality in the field of sports, music, art and social services. Most of the activities conducted for this purpose are mentioned in the academic calendar. For instance, the College Week offers a decent platform to showcase talents in all sorts of common sports, music, literature and arts. Moreover, rendering of co-curricular activity among students, can be

planned at departmental level too. Most of the departments adopts schools and villages of nearby area as part of social responsibility; and through which they integrate teaching of values and ethics to their students.

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

1.2 Academic Flexibility

1.2.1

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

Response: 16

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2

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

Response: 11.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
939	0	65	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The College integrates cross-cutting issues relevant to gender, sustainability of environment, human and professional ethics into the curriculum with the help of syllabus, short term courses, training programmes, popular talk and by celebrating nationally and internationally important days.

As far as gender sensitization is concerned, committees like Women Cell, Women Study Centre, Internal Complaints Committee, Students' Grievances cell make a collective effort to sensitize the students on issues of gender equity and equality with discussion on women rights, female feticide, female hygiene etc. There are also other institutional activities and facilities that support this drive for gender equality. For instance, recently the college conducted two one-month free training courses on self-defence for the girl students of the college and its neighbouring area and also a certificate course on beauty and make-up for empowering them through enhancement of skills. It also celebrates international women day on 8 March every year in cohesion with the international and local theme which certainly imbibes among the students a sentiment for mutual love and respect. Moreover, provision of separate common rooms and Hostels for both boys and girls and fair representation of girls in the students' union body of the college creates an aura of equality and ease to the general atmosphere which subsequently contributes to gender equality in the college campus.

The institutional curriculum ensures that a student after graduating from this college carries an attitude of love and care towards nature. The attitude is shaped in them through knowledge given to them inside the classroom as well as through co-curricular activities. Presently, the course curriculum integrates two mandatory papers on Environmental Studies - one paper in Higher Secondary (HS) 1st year and the other in BA/B.Sc 2nd semester. Apart from this, almost all the departments try to bring some amount of environmental consciousness to the students through different papers.

Some of the co-curricular activities of the college- celebration of environment day, planting of saplings and cleanliness drive-are also designed to promote environment consciousness in students. Moreover, the college campus is made plastic free zone and use of bicycle and electric vehicle is encouraged.

Thorough capability buildings of students through knowledge and skills are the primary objective of Dudhnoi College, yet it gives equal emphasis on inculcating human values and professional ethics among students. For instance, the NSS unit provides scopes to its students to go into the midst of people and to render social service like cleanliness program, awareness programme on education, superstition and sustainable development. Different departments also organise extension activities in neighbouring schools and villages. Moreover, the college organised several students' centric programmes, i.e., freshmen social, celebration of Saraswati puja, college week etc. All these activities bring proximity among the students and bind them through a feeling of togetherness in which they come to understand that sharing is caring.

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File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 48.79

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

Response: 1031

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 99.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
1020	596	639	655	719

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1020	596	639	655	720

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 88.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
342	208	226	228	255

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

2021-22	2020-21	2019-20	2018-19	2017-18
401	236	249	255	286

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 25.77

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college prepares its students for the future challenges in life by adopting an approach where students get the maximum opportunities to utilise their potentiality.

Experiential Learning: Most of the departments provide experimental learning in the degree level in their well- equipped laboratory where the students get access to the testing, measuring and examining different data and information as well as some other experimental objects. Teachers also encourage students to practice various technical and non-technical skills through project development, student seminars, workshops, field work, excursion etc.

Participative learning:

Role play: Teachers adopt role play, like one act play, mime, especially in humanities courses to supplement Teaching-Learning process through participative learning.

Team work: All Departments organize students' activities to promote the spirit of Team work. Activities accomplished under NSS unit, institutional social responsibility initiative through adoption of villages, tree plantation, swachh bharat and health awareness camp help the students to acquire life skills and human values and ethics. Botany department of the college launched a certificate course to impart knowledge on production of vermicompost and mushroom through participative learning.

 Debates: Debates is one of the best ways of participative learning. It not only extends the horizon of knowledge of students, but also hones their argumentative power. Therefore, most of the department use this method of learning among various groups of students within their classroom. Moreover, the college week provides a good platform for debate competition among the students annually.

Students Seminar presentation: All the department mandatorily requires each student to develop seminar presentation skills. Therfore, in each semester all students must go through at least one seminar. Of late, the students give their presentation using ICT like projector and smartboards.

Above all, Dudhnoi College annual magazine, wall magazines 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 and articles.

Problem Solving Methodologies:

Case studies: Case study method is adopted in teaching learning process to provide students logical thinking, practical knowledge and problem-solving ability. This is used in social-sciences and humanities.

Through use of software:

Subject specific software such as Mathematica, SPSS, ARCGIS etc. are used as problem solving tools in the departments of Mathematics, Economics, Physics and Geography.

Skill Enhancing programme:

The Women's Study Centre, Dudhnoi College in collaboration with Dudhnoi Martial Arts Academy, Dudhnoi organized two one-month free training on women self defense. That type of programme can enhance life skill education and problem-solving skills among the students of the college. The students of the NSS wing of the college are always encouraged to get involved in various social issues of the society which indirectly increase their problem-solving techniques.

Online classes: Teachers resorted to Online mood of teaching as well as providing audio-visual material during Covid-19 pandemic through the google meet classrooms integrated to the college website. This proved to be highly student centric at the time of pandemic crisis.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 84.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	88	88	88	88

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 57.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	44	38	43	42

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Evaluation of the students is made internally and externally. The affiliating university conducts an examination at the end of each semester and 80 percentage of evaluation is done through this examination. The remaining twenty percentages is evaluated internally. This internal evaluation consists of Sessional Examination (10%), Assignment (6%) and Attendance (4%). The date and time of sessional examination are communicated to the students via college website and notice boards. The portions of syllabus 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 AOCs of the examination committee after the teacher prepares it. The college conducts the examinations as per the University rules and regulations with the invigilators and AOCs who closely monitors the process. Once the tests are done, the papers are allotted to the teachers for evaluation. Result of the evaluation is displayed departmentally for students' notice. Later, the internal assessment marks (Sessional examination, Assignment, Attendance) are uploaded in the university website (www.guportal.in) for inclusion in the marksheet along with the remaining 80 percentage of evaluation. To make assessments more vigorous and robust, proper information on the status of attendance before the sessional examinations is taken care off and the student having shortfall in their attendance is informed well ahead for rectification.

The college has evolved a mechanism to address the grievances related to internal, external evaluations.

All the grievances related to examination are mainly dealt with by the administrative unit of the college and by the students' grievance cell. In case of any unsolved grievances related to the internal examinations, the student can freely approach the H.O.D and adequate steps are taken. For issues emerging from semester-end examination, the university to which our college is affiliated, provides a student friendly, smooth avenue in the website (https://guportal.com) and accepts grievances in proper format within schedule time after declaration of each semester results. The accepted grievances are then ernestly resolved by appropriate authority.

Grievances of students are also addressed through anti-ragging committee and Internal Complaints Committee. The first one sensitizes students about the harmful effects of ragging on the psychology of the students through programmes and signage; and also informs students about legal implication of such malpractice. With the other committee, grievance of students with regard to sexual offence is addressed in a time bound and efficient manner through a policy set by the college to deal with such grievances.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Teachers and students are well aware of the outcome of the courses or programmes that they have been studying. It is clearly notified for the information of students through notice board and website.

The Course Outcomes of Bachelor of Arts are as follows:

1. Students are introduced to community engagement and global understanding

2. Critical and creative thinking of the students have been developed.

3. Students developed their communication skills.

4. Ethical values are inculcated among the students.

The course outcomes of Bachelor of Commerce are as follows:

1. Students received knowledge of the application of basic skills necessary for analysis of programs in Economics, Accounting, Marketing, Management and Finance.

2. Understanding of the students is improved of national economic and business scenario.

3. Students developed their entrepreneurship and contributed in the successful operation of a business.

The Course outcomes of Bachelor of Science are as follows:

1. The students understood the fundamentals of science education.

2. The students' knowledge in all basic sciences is enriched.

3. Interdisciplinary approach amongst students has been developed.

4. Sense of scientific responsibilities, social and environment awareness have been inculcated among the students.

5. Students built-up a progressive and successful career in academics and industry.

6. Students are motivated to contribute in the development of Nation and community

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The course outcomes are measured after completion of syllabus through seminar presentation, assignment and project submission as well as through continuous internal evaluation and semester-end examination. Internal assessment (sessional examination, assignment, attendance) cover 20% of weightage of total marks in each paper. Outcomes in practical subjects are evaluated by experts from outside institution appointed by affiliated University. Moreover, mentoring and tutorial systems also help to evaluate the level of understanding of a student, and, subsequently, to plan the teaching-learning process.

As far as the programme outcome is concerned, the attainment level of students is mainly measured through feedback. At the end of each academic year, feedback from students is collected on different criteria ranging from syllabus to infrastructure. The analysed report of the feedback clearly reflects the level of attainment against the odds that they faced in that current year. In this regard, emphasis is laid on getting feedback from the final year batch students, because their opinion can provide an authentic picture of the whole teaching-learning system.

Apart from feedback, in the general meeting the result and performance of students always occupy an important point of discussion. Moreover, Students Satisfaction Survey (SSS), a mandatory requirement

for the NAAC assessment and accreditation process is an another means to evaluate the attainment level of the students.

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

2.6.3

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

Response: 71.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
343	336	373	288	318

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

2021-22	2020-21	2019-20	2018-19	2017-18
518	485	481	432	410

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.53

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In its journey to become a knowledge hub, Dudhnoi College has been sincerely following certain procedures to create an ecosystem for innovations and creations as well as for transfer of knowledge. It has created an Institutional Innovation Council (IIC) for promotion of innovation and entrepreneurship activities. The formation of the council is made according to the guidelines of Ministry of Education (MoE) to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes while they are in informative years. It not only preserves and displays the innovative creation of the students, but also finds out latent talents of the students and provides avenues to express themselves better. Very recently, a student from the department of physics, Pritom Rabha, shows high level of creativity through his invention of various equipments ranging from sensor-based dustbin to emergency drone. All these inventions are of high practical values and can be used in real-life circumstances.

Dudhnoi College inspires each and every faculty to undergo research in different levels. For this purpose, the institution formed a Research Advisory Committee with the help of senior teachers, who guides and examines different proposal before submitting it to sponsoring agencies and encourages to pursue doctorate degree through extensive and original research is another priority of this institution. As many as 23 teachers with Ph.D are teaching in the instituion presently and another 5 teacher is actively pursuing it presently. Moreover, the institute recruits dynamic & highly qualified faculty to mentor and channelize the young mind.

Knowledge and ideas shared through the mouthpiece published annually by Dudhnoi College Teachers' Association also contributes to the making of this ecosystem. However, teachers put more emphasis on publishing their ideas through UGC care listed journals.

In the same way, the institution offers ample opportunities to bring out the creativity of the students. Most of the departments, in tandem with the course curriculum, assign projects and field works to the students, which works as a platform for exercising their originality and creativity. Reports and projects submitted under Environmental Studies displays considerable merit and creativity.

In regard to transfer of knowledge, Dudhnoi College has signed various agreements and MoUs with other institutes through which programmes like exchange of teachers and students are organised. Access to the teachers and resources like library and laboratory from other institutions significantly help to transfer knowledge.

As far as creative potential in the field of literature is concerned, the most popular platforms are annual college magazine, Departmental wall magazine and various literary competitions held in college weeks every year. In order to bring out the best from the students, the institution held competitions of wall magazines among the departments. This step has not only brought out the best write-ups from students, but also their creativity in arrangement and demonstrations of the Wall magazine itself. Similar intention is also seen in the selection and publication of write-ups for college magazines.

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

3.2.2

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

Response: 36

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	8	5	5	4

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	9	14	1	3

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	5	4	5

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

With the acceptance of Extension as the third dimension equal in importance to teaching and research,Dudhnoi College tries to fulfil its social obligations through various planned activities. The impact of such can be mentioned below:

1.The people in the adopted Gabilpara village seemed relaxed and contended to live a cocooned life style. They hesitate to engage with people outside and did not show any desire for higher education. After the adoption of the village and implementation of host of activities in a planned manner, the villagers are now open to interaction and shows perceptible desires for education. As such, for more than ten times team of people from the village came to inspect and to know the environment of the college. Among these visits, the students of the only lower primary school of the village visited the college and enjoyed its facilities in the library, computer and different laboratory equipment.

2. During Covid 19 lockdown period, teachers of Dudhnoi College extended its helping hand to the poor people.. Five hundred families were provided with basic amenities like rice, oil, sanitary items etc. It significantly fulfilled the basic needs of the needy people temporarily.

3. A Health Camp was organised in the village Gabilpara. Health Society of Goalpara contributed to this effort of Dudhnoi College by providing three doctors, two nurses and sufficient amount of medicines. In

this camp, not less than hundred people of the village turned up for free medical check up and received free medical advice and medicines. Moreover, this effort had built trust among the villagers to go for docotor's tratment. It must be mentioned here that, the people of the village often resorted to local treatment and to some extent vulnerable to superstitious medical practice earlier. This has been reduced substantially after Dudhnoi College got involved with the village.

4. Students of Department of Anthropology conducted a free Blood Group Test Camp at Gabilpara village for which the people now know their blood group for free.

5. Dudhnoi College team brought ideaas and concept of eco-tourism to the people of Gabilpara village; and being a village situated by the side of a hill, they were advised to explore the opportunities gifted by nature. The college also contributed an amount of Rs. 10000 to the people of the village along with advice and suggestions. As a result the villagers tried to develop their village to attract local tourists.

6. From the financial contribution received from Dudhnoi College, the neighbouring community has been benifitted significanty to organise socio-cultual events and gatherings.

7. The department of Botany organised a training cum workshop on " Mushroom Cultivation" among the people of its adopted village, namely, Uportala Kacharipara. As a result, some of the villagers are now cabable of producing mushrooms on their own.

8. Some of the teachers from Dudhnoi College visited nearby schools as external evaluator. As a result, these schools are performing better.

9. Women Study Centre and Women Cell of Dudhnoi College organised several programmes at Dudhnoi area; it leads to increased consciousness about personal hygiene.

File Description	Document
Provide Link for Additional information	[View Document]()

3.4.2

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

Response:

Dudhnoi College offers its service to society in the time of need. As a mark of recognition, it receives accolades from different agencies. Mention may be made about honorary appreciation received by Dudhnoi College from "Indian Society for Training and Development" & "Association of Reforms for Healthy Advancement of Nation" for the outstanding contribution towards humanities at the time of Covid-19 pandemic. The same agencies also rewarded individual teachers for their service to the community. Moreover, Mr. Hargobinda Deka, Assistant Professor, Department of History received "A Grade" Radio Artist recognition from Prasar Bharti: All India Radio, Guwahati" for his contribution to the field of music. Another associate professor from the Department of Chemistry, Dudhnoi College Dr.

Abul Hussain received numbers of recognition for contribution to the society in various ways. Some of these recognition are:

1. Certificate of Appreciation from Director of Higher Education, Govt. of Assam, for taking the initiatives to inspire the school students in pursuit of their academic and extra-curricular activities under the Organic Linkage Scheme.

2. Michael Madhusudan Award for outstanding contributions in Devotional Songs, peace, Literature and Social service.

3. Merit Certificate for "Best Work, Best Honour for Noble Creation" for writing Jivan Trishnar Khanda Chitra (a book of poem).

4. Indian Nepa Friendship award by "Samata Sahitya Academy, India" for his outstanding achievements and distinguished services rendered to the nation.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	12	4	0	4

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 20

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Dudhnoi College has adequate infrastructure that is spread across a vast area of 60 acres of lush green land with a built-up area of 5833 Sq. meters. The institution is committed to achieve academic excellence by providing quality education. The available physical infrastructure is optimally utilized beyond regular college hours to conduct certificate courses, co-curricular activities / extra - curricular activities, meetings, seminars, conferences etc. Some of the resources are shared across departments. For instance, the college has an upgraded computer lab which is shared between departments for optimal utilization. At the initial stage of the establishment, the college mostly relied on the contribution and the donation of the public for creation and establishment of the infrastructure. The UGC and RUSA infrastructure Grant helped the college to provide infrastructure as per increased requirement for teaching learning. The College has instituted its Construction Committee and Finance Committee for smooth and systematic creation and enhancement of infrastructure in the institution.

Particulars	Description	Available for UG and HS class			
		Size in (SqM)	Nos	Total Area (SqM)	Annexure (Images)
Classroom	Class rooms are well-furnished, well ventilated, spacious for conducting theory classes.		33	1656.18	
	E-classrooms are equipped with LCD Projector, audio system and internet.		7	471.01	
Laboratory	Laboratories are well equipped and well maintained for		22	970.09	

	carrying out curriculum/syllabus oriented practicals. The laboratories are established as per regulatory authorities.				
Computer Lab	The computer lab has adequate computer facilities as per standard norms of regulatory bodies.		1	89.18	
Seminar/Conference Hall	Seminar hall is equipped with LCD Projectors and public addressing system with internet connectivity. It has a 100 seating capacity.		1	139.35	
Medicinal Plants Garden	A dedicated medicinal plants garden is maintained by Department of Botany to provide routine learning needs of medicinal flora as per academic programs.		1	136.5	
Library	The college library is occupied in the ground floor of the building. It is spacious, well lit & ventilated. It is equipped with large number of books and journals with Open Access facility. Students		1	744	

	and faculties can also refer their relevant subject textbooks from the department library for references.				
Internet Facility	Supported by BSNL FTTH upto 200 Mbps.		13		
Language Lab			1	37.62	
Indoor Stadium			1	540	

Details of facilities for sports, games and cultural activities

The institution gives utmost importance to the overall development of the students and organizes various sports, games, and cultural activities on campus regularly. To support this, the institution has the following facilities:

- We have a Standard Grass Field Cricket and Football Ground for our sports enthusiasts. We also allot this ground to needy schools, colleges and Sports Federations for practice & organizing competitions.
- We have an Indoor Stadium where two international level Badminton court is available, usually used for the practice of players & for competitions. We also share this facility to nearby Schools, Colleges & Clubs for practicing & organizing competitions.
- We have One Basketball Cement Courts where many players used to practice.
- We also have two mini gymnasium hall/fitness centres.

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

4.1.2

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

Response: 35.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
52.47	45.46	19.86	16.39	175.08

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Dudhnoi College Library is a focal point of all students and faculty members of Dudhnoi College. There are more than 20,000 volumes of print books covering all the subjects in science, arts and commerce discipline. Apart from the normal curriculum books the college library has a good collection of general books like novel, story, essays, biography, encyclopaedias and many reference books. In addition to this, the college library has subscribed to N-List where more than 97,000 books and above 6,000 journals are freely available for both students and faculty members. The college library also initiated a process for giving individual membership to the students and faculty members to NDL (National Digital Library).

Name of ILMS Software: koha

Nature of automation: Partially

Version: 20.05

Year of automation: 2018

File Description:

Link to digital Library: http://dudhnoicollege.digitallibrary.co.in

Link to WebOPAC (koha): http://dudhnoicollege-opac.kohacloud.org/

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

Year	2017-18		2018-19		2019-20		2020-21		2021-22	
	Books	Journal	Books	Journal	Books	Journal	Books	Journal	Books	Journal
In Lakhs	3	.06	11	.53	2	26	4	.92	9	.03

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

Dudhnoi College upgrades its IT facilities by increasing its numbers and by adding latest technology.

Presently, the college has the following IT facilities:

1. Dudhnoi College has 148 computers, 6 Laptops and 20 LCD projectors and Smartboard
2. Dudhnoi College has signed an agreement with SS Technology, Guwahati for support in IT related activities.
3. SS Technology provides Dudhnoi College automation software through which administration, examination related activity is performed.
4. The College website (www.dudhnoicollege.ac.in) is maintained and upgraded continuously by SS technology.
5. A software named- MATLAB is used in Department of Mathematics for the use of both students and teachers.
6. GIS software like ArcGIS (Commercial), QGIS (Open) are used in the Department of Geography for the use of students and teachers.
7. There is a well-furnished Language Lab in the college with Sanako Language Lab Software.
8. Presently, the college has 76 numbers of CCTV camera in the campus.

As far as the connectivity is concerned, the follow facility exists;

1. Dudhnoi College uses BSNL internet with speed up to 200 MBPS
2. The internet connectivity is provided through 13 Optical Network Unit (ONU) in the college.
3. The IT infrastructure is connected through Wi-Fi.
4. The Language lab is connected through LAN and Wi-Fi.

Connection type: BSNL fiber

Number of Connections: 13 (thirteen)

Internet Connectivity details:

Connections	Site	Bandwidth	Downloadable data
Connection 1	Principal Office	Upto 200 Mbps	110 GB per day
Connection 2	IQAC	Upto 200 Mbps	110 GB per day
Connection 3	Library	Upto 200 Mbps	110 GB per day
Connection 4	Mathematics Department	Upto 200 Mbps	110 GB per day
Connection 5	Chemistry and Physics Department	Upto 200 Mbps	110 GB per day
Connection 6	Geography Department	Upto 200 Mbps	110 GB per day
Connection 7	Political Science Department	Upto 200 Mbps	110 GB per day
Connection 8	Language Lab	Upto 100 Mbps	50 GB per day
Connection 9	Botany Department	Upto 200 Mbps	110 GB per day
Connection 10	Zoology Department	Upto 200 Mbps	110 GB per day
Connection 11	Vice Principal Office	Upto 200 Mbps	110 GB per day
Connection 12	Commerce Department	Upto 200 Mbps	110 GB per day
Connection 13	College Office	Upto 200 Mbps	110 GB per day

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 19.56

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

Response: 108

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 32.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
53.54	44.48	39.48	114.2	37.27

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
1924	1630	1370	978	735

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

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

Response: 5.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
450	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 19.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
114	54	69	44	40

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

2021-22	2020-21	2019-20	2018-19	2017-18
343	336	373	288	318

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

5.2.2

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

Response: 4.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	20	5	7	5

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

last five years

Response: 35

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

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

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	12	8	6	3

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

5.4 Alumni Engagement

5.4.1

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

Response:

Dudhnoi College Alumni Association was registered on 03-09-2022 with registration no. G-04/2022-23 under the "Assam Co-operative Societies Act, 2007". Presently this association has more than 500 members and is open for registration round the year. In any institution, Alumni Association fosters the relation between alumni and the institution and bridges the widening gap between the institute and former students. Moreover, it can contribute significantly to the development of academic environment. Dudhnoi College Alumni Association also contributes significantly for its all-round development. They render their service as moral, physical and economic support and judicious use of their experience and knowledge in planning and execution of different programmes. It is them who stands tall and support unanimously every occasion celebrated in the college for instance, in the organisation of conference of Assam College Teachers' Association as well as Golden Jubilee Celebration events. In all these activities, they provide courage and confidence. Apart from this, in academic and examination related issues they provide needful advice and suggestions.

With regard to extension activities carried out by the college in different areas, members of the alumni association often guide us and assure safe and smooth completion of such events. In the same way, alumni who have successfully established themselves as entrepreneurs provides necessary inputs on how to start a new venture and successfully establish it.

As far as, economic support is concerned, they provide significant contribution in the time of need. For instance, for celebration of Dudhnoi College Golden Jubilee, the alumni association had contributed an amount of rupees 398800.00. to the Golden Jubille Fund.

Ever since its existence, Dudhnoi College association has been playing an important role in every aspect of the college and has been presenting

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Principal along with the governing body is the apex body in a college. They exercise the highest academic, economic and administrative powers. However, without the leadership qualities a desired outcome may not be achieved. Effective leadership, therefore, is an important pre-condition for development of a college. At Dudhnoi College, people see this efficiency in the nature of its governance and in the personality of the leadership. The governance in the institution is student centric, decentralised and aimed for the greater good of the society. Various practices continued in the college confirm this nature of the institution. The institution has presently 23 committees and sub-committees to assist leadership with their suggestions and advice. It has a fairly elected Students' Union Body whose representatives always take part in important decision making process.

In the same way, the college leadership ernestly listen to the aspiration and expectation of the teachers and render help required from that end. The amiable relation between the principal and Dudhnoi College teachers' not only speed up the improvement of the academic environment, but also testifies effective leadership of the principal.

In the decision-making process, a bottom-up approach is preferred to a top-down form of governance. In every step of governance, leadership seek participation and involvement of teachers, guardians and students. General meeting and executive meeting are held almost every month to discuss various matters and to avoid taking any decision in isolation. Decision taken on such meetings are forwarded for accomplishment.

In construction of physical infrastructure, for instance, a construction committee monitors, supervise the whole process of creation. Similarly, for smooth functioning of academic activities, there is an academic committee, admission committee etc. It is their sole responsibility to orchestrate strategy and roadmaps for academic improvement of the college. At the same time, the IQAC of the college is entrusted to make overall strategy for the college. IQAC prepares an annual plan for host of activities to be accomplished in one year term.

Regarding Implementaion of NEP 2020, the leadership is mulling over integration of local resource and skills in the curriculum as well as designed its curriculum in such a way that it can successfully meet the local need. In order to train its staff and sensitize students and local people, so far three workshops have been already organised on possibilities and challenges of NEP 2020.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Internal Quality Assurance Cell (IQAC) prepares a strategic plan for a period of 15 years for the institution in consultation with various stakeholders. Afterwards, an annual plan is prepared at the beginning of each academic year; and all activities in the college is organised as part of this plan. IQAC also prepares a schedule according to which the activities must be accomplished and suggests roadmaps to do so. Accordingly, some of the significant activities like Faculty Development Programme, Workshop and Training are the responsibility of the IQAC to organise and manage. In the same way, the departments are also assigned certain tasks to be accomplished in due time. Generally, departments organise student centric workshop, seminar, popular talks and field study. It is thus, the combined effortf of the IQAC and departments that the institutional policies are deployed.

The Governing Body (GB) serves as the apex body in the organisational structure which approves and monitors activities of different other bodies functioning in the institution. In fact, all the activities of the institution are carried out only after the approval of the GB, yet the Secretary/Principal is the highest authority. The institutional governance has an effective decentralised and participative organogram and follows well-formed rules and regulations for the recruitment, promotion and established service rules. Permanent appointments are made as per the guidelines of Director of Higher Education (DHE), Assam. An empowered panel of seven members appointed by Registrar of Gauhati University selects the eligible candidate through an interview. The interview process is always transparent and is kept recorded for its fairness. As far as the promotion of the teachers is concerned, a Departmental Promotion Committee (DPC) appointed by the university check the research and academic activities of the concerned teacher. Upon satisfaction, the committee, in which, the principal is also a member, recommends it to DHE for further approval. The whole process is strictly accomplished, and there is no room for foul play. This process is repeated for different promotions to the same person from senior grade to associate professor. The principal is the executive head of the institution who vested the powers to ensure the proper conduct of the academic programmes, research and extension activities. Under the leadership and guidance of the Principal and the Academic-in-Charge, IQAC team, different Sub- committees, the heads of the departments, other faculty members helped by the office assistants execute the plans approved by the Governing Body relating to curricular, co-curricular and other activities, for the benefit of all the students and faculties. With regard to examination, two or three Assistant Officer-in-Charge conducts the examinations as per University and AHSEC guidelines. Apart from this, the students' Union is also involved in organising the various college functions and allied association activities of the institution under the guidance of the principal.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Dudhnoi College has significant welfare measures for its employee - teaching and non-teaching staffs. Some of the measures are:

The UGC and govt. service facilities are provided to the employees, like

- The Earned Leave, Casual Leave, Child care Leave, Maternity Leave as per rules are provided to the employees.
- Annual increment @3% is provided every year to the teaching and non- teaching staff of the college.
- Promotions are given as per the guidelines of the UGC/Govt. House Rent Allowance, Dearness Allowance and medical allowance are also enjoyed by the teaching and non- teaching staff.

The college has two employee's welfare concerning units:

- 'Dudhnoi College Teachers& Employees Welfare Co-operative Society', Dudhnoi College was formed in the year 1983 (Registration no: G-18/2029- 20), which is registered under 'Co-operative society Act' for the well- being of the employees of the college. At present 72 Nos of members (Shareholders) are included by the society which are belongs the Teaching staff and non-Teaching staff. The society constitutes with President, Secretary, Asst Secretary, Ec. Members, Treasurer, Office asst and Grade IV. The society provides two types of loan: Emergency loan and General loan @ 1% per month which is calculated in simple interest. At present the society provides general loan to 40 members in the financial year 2021-22. Social welfare measures of the society are donation to the flood affected peoples, CM funds during Covid-19 pandemic also donates as per requirement of the needy society as well as the employees of the college.
- Dudhnoi College Teachers Association' has a tremendous contribution to the welfare of the employees of the college. Some welfare measures taken by the association are: Compensation funds, Donation provided to the members and students for medical purpose, Donation to the organisation by realizing social responsibilities etc.

Canteen facilities are available in the college.

Quarters are provided to the hostel wardens, some faculty members (P/T).

As far as the performance appraisal system is concerned, the college authority provides appraisal through a well-developed system. This appraisal system consists of two parts—Self appraisal and Employers' appraisal. As part of self-appraisal, the non-teaching staff is to evaluate themselves out of 60 points and then the principal appraised them on the same criteria. Thereafter, a grade or rating is given on the basis of both appraisals.

A similar process is adopted in the appraisal of the teachers too. However, the evaluation is done on a rating of 75 points.

After the appraisal, principal offered their grades in separate meetings.

Obtaining students feedback is also another form of appraisal of the teachers. Students appraise each of the teachers at the end of the academic year in a feedback form provided through a google form. A committee will minutely analyse such feedback and submit a report of the same to the principal. Principal, thereupon, sits with teachers in a meeting and discusses the students' feedback. In certain cases, the principal meets individual teachers and asks for explanation about the feedback, if required.

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

6.3.2

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

Response: 3.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	8	2	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response: 16.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	49	4	7

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	40	38	36	38

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Dudhnoi College receives funds and financial assistance from different granting agency from time to time. It receives Grants from UGC, RUSA and state government as well as occasional contribution by individual. It also earns revenue from different examinations as venue charges. It includes distance and open learning centre under KKHSOU and IDOL.

In the mobilization of the college resources and its optimum utilisation, the college adopts a fair and transparent system. Before using any fund for development and related purpose, it is imperative that such decision must be approved by Governing Body of the College. Afterwards, it must be monitored and inspected by the construction and monitoring committee where there is a fair representation of teachers and other stake holders. Once, the task is completed, a utilisation certificate with authentic and verifiable proof of expenditure details must be submitted to the office of the principal; which are

rigorously scrutinised by an internal and external government auditing agency.

Moreover, for optimal utilisation of its resources, the college invites bids through tender before purchasing any product of considerable worth.

However, in the use of college fund, the need and requirement of the students always play a significant role. New construction of classrooms, ICT and purchase of books always dictates the policy of expenditure; though not an insignificant amount is spent on renovation and up gradation of existing property and laboratory facilities. In the same way, the college mobilised considerable amount of rupees in organising seminar, popular talk on student centric activities and sports and cultural activities. The college also utilised some of its fund for socio-academic development of various disadvantaged and remote community under its Social Responsibility Initiatives. Moreover, the college mobilised a substantial amount of its fund for remuneration of its guest faculty and its self-financing commerce stream courses.

Lastly, the institution believes in proper use of public property policy. Once a product is bought, it is ensured that the product is treated well and last long. That is why, for maintenance and safe keeping of laboratory and other ICT materials, not less than 20 people are appointed as bearers, though most of them are in contractual basis.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of Dudhnoi College plans and prepares quality defining measures. At the beginning of each academic year IQAC prepares with the help of different internal committees an Academic Calendar and a class routine for the whole college so that the course can be completed on time. It also allows departments to make their study plans smoothly. To meet the need of slow and fast learners, the IQAC sits with the HoD of each department and advises them to prepare their academic plan keeping these varieties of students in mind.

Moreover, in the conduct of various sessional and semester-end examination, the Examination Committee of the college finds adequate suggestions and cooperation from IQAC in organising

transparent and fair examination.

IQAC of Dudhnoi College organises workshop, Faculty Development Programme and popular talks for the benefits of teachers and students. In this regard, IQAC advises all the departments to organise webinar, talks in alignment with the course curriculum and the syllabus as well as to celebrate days of national and international importance. In response to this practice, initiated by IQAC, more than 100 events were organised in the college in the last few years. Almost all departments held Talks, Workshops which were attended both by students and teachers alike. In all these programmes, the resource person is always an erudite person from different institution or organisation.

Apart from this quality defining measures initiated by the IQAC from time to time, IQAC also sits occasionally for reviewing the effectiveness of the various quality defining measures. It takes feedback from students and other stakeholders to gauge the effectiveness of these steps and submit a report to the principal after proper analysis of the feedback. IQAC also reviews students' satisfaction through different committees and cell. Students' Grievance Redressal Cell and Internal Complaints Committee of the college allows IQAC to review the level of satisfaction of the students on the matter of gender equity and other student related matters. IQAC adopted two other reviewing strategies recently. Firstly, it sits with every department for discussion on the result of the students after each semester; and to analyse performance of the students as well as to suggest recommendations, if any. Secondly, to help prepare an academic plan by each department and analyse it at the end of each semester about the outcome of such planning.

However, there is no record keeping as yet to mark the incremental improvement occurred in the institution.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The past indicates women's historical and social disadvantages preventing women and men to operate in equal level. In order to compensate for this, strategies and measures must often be available to ensure fairness in all fields. Equity leads to equality. On the other hand, sensitization is the process in which the people of all genders are taught to respect everyone irrespective of gender while acknowledging the differences.

Dudhnoi College is affiliated to Gauhati University and adheres to the curriculum prepared by the expert body. The UG syllabus committees of most of the discipline of Gauhati University are concerned about the inclusion of the issue of gender in the curriculum. The disciplines like Education, Political Science, History, English, and Assamese have special papers to address women's issues. The activities and facilities provided by the college can be highlighted in the following manner-

1. Special committee and cell for women were formed in order to ensure women empowerment and security among both girl students and women faculty members. Women Study Centre and Women Cell carry out different awareness and training programme on gender sensitization issues.
2. The Internal Complaints Committee (ICC), formerly Anti Sexual Harassment Committee is an active committee of Dudhnoi College and any victim irrespective of students or faculties can file complaints against any kind of sexual exploitation. The victim can register complaints in person or through phone call, text message, email, through college website or can drop complaint letter in grievance redressal box.
3. The institute provides CCTV surveillance throughout the campus for the safety and security purpose.
4. The institution has facilities like girls' common room, separate toilet facilities for women faculty members, day care centre for young children of working mothers, etc.
5. Dudhnoi College has Ranger Unit for the girl students with the objective to develop their physical, intellectual, social and spiritual potentialities as an individual as well as responsible citizens of the country.

The Internal Complaints Committee (ICC) in the college is a functional committee whose sole aim is to receive and redress complaints of sexual harassment irrespective of gender. The Women Cell and Women Study Centre are also two working bodies in the college, all led by women employee of the college.

It is noteworthy that in the past years, these committees have also undertaken various programmes from

time to time. These includes observing of International Women's Day, International Day for the Elimination of Sexual Violence in Conflict, International Day for the Elimination of Violence against Women, etc. The observations are meticulously observed with follow up events like felicitation of local women entrepreneurs with the objective to encourage women folks from small society to become more self-reliance. The college under this banner has successfully offered free self defence course for all women irrespective of their age, essay competitions, popular talks on gender sensitization, awareness programme on finance literacy for women, women safety etc. The objectives of this chain of events are done with the sole aim to promote gender equity and sensitization among all.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.4

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

Response:

Dudhnoi College is situated in an area having different religious, ethnic, linguistic and cultural diversities. The vision and mission of the college has been holistic development of the students and hence the institution maintains equality and uniformities among all the students. It provides inclusive environment for everyone without any discrimination on cultural, religious, linguistic, communal, social and economic grounds. Uniform dress code and equal code of conduct is maintained for all students. Different sports and cultural activities and competitions are arranged and organized among the students community to create social harmony and tolerance among them. Celebration and observation of International Mother Language Day, World Literacy Day, Swahid Diwas, Bhupen Hazarika Diwas, Rabha Diwas create awareness about the rich cultural heritage of the region and inculcate collaborative work environment. Likewise, celebration of Republic Day, Independence Day, Anti-Terrorism Day, Oath Taking on Constitution Day, Celebration of Voters' Day, International Human Rights Day, Celebration of World Environment Day etc promotes tolerance and harmony among the students and develops constitutional obligations among students.

The list of holidays issued by its affiliated university i.e. Gauhati University is followed by Dudhnoi College and this list is unbiased and takes into consideration the festivities, observational days of all communities and religions inhabiting the region. Moreover, the Dudhnoi College Teachers' Association helps financially its local people to organise different cultural programmes and festival. The college attempts to promote linguistic growth of the major tribes and communities of the area also. While the Garo subject is offered in the College, there are literary society like Rabha Literary Society, Bodo Literary Society and Rajbongshi Literary Society to develop the culture, linguistic and literacy of their respective communities in the area. One of the highlights of celebrating diversities in the institution is the 'Cultural Rally' organized by the Dudhnoi College Student Union (DCSU) every year during College Week, where the students' from different socio-cultural backgrounds come together to showcase the cultural diversities of the nation and the region in particular.

Academically, the college has offered a Certificate Course on Human Rights for a transaction period of over 40 hours and has organized various 'Popular Talk' on interrelated topics like Say 'No', Gender Sensitization, etc. by inviting renowned speakers from relevant fields. At the same time, Dudhnoi College has also organized for numerous times New Voter's Registration Camp free of cost under the aegis of District Administration for the students and local communities. It has successfully registered more than hundred new voters in campus who are above the age of 18 years. This chain of events held at regular intervals in the college has helped in addressing or bringing awareness about their constitutional obligations.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice: "Som (persea bombycina) Plantation and Rearing of Muga Silkworm"

Som (persea bombycina) plantation is more prevalent in Upper Assam and is used for rearing of muga silkworm. Muga silk is exclusive to the state of Assam in India with protected Geographical Indication (GI) Tag. In the institutional campus of Dudhnoi College, som plantation acts both ways – greener campus and commercial benefits.

Objectives:

Som belongs to the genus persea of evergreen trees, known to provide shade during summer and protect

from harsh winter winds. Spread over 2.5 hectares of land, the main objective of this practice is to retain greenery in the campus and generating financial benefits from rearing of muga silkworm.

The Practice:

The plantation of *som* in Dudhnoi College began in November of 2000. The government of Assam undertook a scheme called Golden Thread for the benefits of som rearers throughout the state. Under that scheme several *som* plantation began in different parts of Goalpara District. The then BDO and Extension Officer of Kushdhowa Development Block, Mr. Bimal Sarma as instructed by DC Goalpara undertook a Project in Dudhnoi College for *som* cultivation. The college allotted 2.5 hectares of land for that puprpose. The then Principal i/c Mr. Kshirode Khakhalary formed a self-help group to look after the plantation. The *som* saplings were supplied by the sericulture farm of Balasara, Dudhnoi and the self-help group of the college began plantation in April, 2001. The then Chief Minister of Assam, Tarun Gogoi inaugurated the *sum* garden of Dudhnoi College alongwith the 'Golden Thread Project' of Goalpara District. Muga silkworm cultivation was carried out in the garden continuously upto 2006. However the cultivation was discontinued for various reasons like inavailability of additional workers, etc. The garden though was regularly maintained. In the year 2022, under the supervision of present Principal of Dudhnoi College, Dr. Lalit Chandra Rabha, the muga silkworm rearing was revived by bringing in expert traditional muga silkworm rearers.

Advantages:

The advantages of having *som* garden in the campus mainly has two benefits: a) *som* or 'persea bombycina' is an evergreen tree and thereby adding greenery and wilderness in the campus throughout the season, and b) it is one of the primary source of food for wild silk 'muga' producing insects feeding on its leaves.

The Outcomes:

Besides the added greenery, there has been some amount of monetary benefits from the sum plantation. The first two consecutive years of muga silkworm rearing in the plantation has garnered upto Rs. 5000/- as profit in 2005 and 2006. After the recent revival of muga silkworm rearing in the garden, surplus of Rs. 5000/- was handed to the college authority by the rearers from Dhemaji District of Assam.

Challenges:

One of the challenges encountered during this period since its initial stage is the lack of expert supervision in the field of this practice. As per reports and research studies, this is a common problem encountered all over the state of Assam. The institution also lacked to locally source full-time muga rearers and plantation care-givers.

The institution can take the following measures to drive the practice to its full potential:

1. A chunk of investments needs to be released immediately for proper maintenance of the plantation.
2. Appointment of full-time skilled silk rearers.
3. The institution may seek aides and collaboration from other organizations in this field.

2. Title of the Practice: "Vermicomposting and Mushroom cultivation".

Dudhnoi College is a premier educational institution of Assam catering to the academic needs and opening avenues for its students through which they can make a respectful living. Keeping this view in mind, the Department of Botany, Dudhnoi College in collaboration with ICAR-KVK, Goalpara organized a certificate course in "Vermicomposting and mushroom cultivation" for the students of the college and common public of the locality. Moreover, different training programmes were organised for neighbouring villages to guide and encourage them for Vermicomposting and Mushroom cultivation.

Objectives:

- To produce organic manure of exceptional quality for the organically starved soil
- To make students understand the basic principles of vermicomposting & mushroom, its types and classification.
- To know how can vermicompost and mushroom production be used as a source of self-employment
- To know the importance and soil nutritional value of vermicomposting.

The Practice:

Considering the importance of significance of Mushroom (a healthy and nutritious food) and Vermicompost (an organic manure) in the present-day context, the department of Botany, Dudhnoi College organised the certificate course in 'Vermicomposting and Mushroom cultivation' from 27th June to 9th July, 2022 which benefitted 62 participants including students and local people.

In order to compliment this effort, Department of Botany has been maintaining one unit of vermicomposting since January 2021 consisting of three tanks (1.5 quintal capacity of each). Later, in 2022 another vermicomposting unit of two polybags (5 quintal capacity of each) added. Students practically use these facilities for growing vermicompost.

For, Mushroom cultivation, the college has opened a unit since January 2021. After completion of the certificate course, the department has been practising mushroom cultivation in regular basis. The students of the department are actively involved in the process of production of Mushroom from preparing straw to harvesting the mushroom.

Outcomes:

This practice became an instant success since it produced 678 Kg vermicompost and 24.5 Kg Mushroom. This production earned Rs. 20340 and Rs. 4900 respectively. From the total earnings, Rs 5000/- entrusted to the college fund and the rest has been utilised for Department of Botany.

Challenges:

There are some limitations of Vermicompost such as-

- It is a time-consuming process i.e. it requires almost 4 months for decomposing the organic waste.
- It requires higher maintenance in comparison to traditional composting methods.

- Vermicomposting tanks have to be cool enough to support earthworm life.

The process of Mushroom cultivation has also some limitations such as-

- It requires a favorable cultivation house.
- Unavailability of good spawn.
- Lack of man power for regular watering of mushrooms arises, especially during long duration of holidays/vacations.

File Description	Document	
Any other relevant information	[View Document](#)	

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Area of Performance: "Promotion of 'Green Environment' in alignment with Sustainable Development Goals (SDGs)"

In alignment with the vision, Dudhnoi College distinguish out certain area for priority to put thrust. These include quality teaching-learning environment, institutional social responsibility programme, green campus, professional development programme, co-curricular activities etc. Among these areas, Dudhnoi College achieved remarkable progress in maintaining green environment inside the college campus as well as in the adopted village.

Due to its consistent environment friendly policy, the college campus developed into a lush green area. Presently, 174 plant species (out of which 72 species belong to medicinal plant category) and 62 avian species are found inside the college campus. It has also a som garden covering approximately 5 bighas of land. Moreover, the college has a well-preserved pond covering approximately 6 bighas of land which saturates the college campus with moisture round the year.

In the last few years, Dudhnoi College performed some of the activities that promoted institutions green initiatives. The activities can be divided in the following categories:

1. **Plantation:** Plantation of sapling is one of the activities that the college emphasised. Through it, love for nature is brought within the students. Every year, on special occasion like college foundation day, world environment day, the college authority precautionarily selects sites and plants saplings with the help of students and teachers. The Government of Assam also instructed that the underprivileged students who were granted free admission must plant a sapling inside the college campus or at their own residence. Accordingly, college authority does necessary

arrangements to ensure plantation and turns it into a success by overcoming its challenges like protection from stray cattle, goats etc. through netting/fencing.

2. **Organising environment friendly farming:** Dudhnoi College used its unused land for different kind of farming to promote environment consciousness and love for farming among students. Accordingly, it has started muga silk cultivation in its *som* garden with the help of expert cultivators. Secondly, it started banana cultivation in 3 bighas of land and fish (pisci) cultivation in its pond. Though there was no significant amount of income generation, yet it considerably supports institutional effort to promote green environment.

3. **Through certificate course and workshop:** Dudhnoi College launched certificate course on "mushroom cultivation and vermicomposting" and "aquaculture". The former course was offered by Department of Botany in association with Krishi Vigyan Kendra, Goalpara and the latter by Departmernt of Zoology. The purpose of the course is to develop vocational skills of the participants in this cultivation and to create a conducive environment for promotion of green environment. Subsequently, the college started producing vermicompost and used the production for developing its botanical garden and flower garden. Apart from this the process of preparation of vermicompost also indirectly contributes to the management of wastage.

Workshop and popular talks also contribute to this awareness. Dudhnoi College Teachers' Association (DCTA) organised a workshop on "Contemporary World Environment and Our Duties" and Department of Botany organised a workshop on "Biodiversity Conservation and Sustained Utilisation: North East Indian Perspective". In both this workshop, resource persons from Gauhati University addressed the gatherings about the importance of nature and its conservation.

1. **Green Audit, Energy Audit and Environment Audit conduction:** Dudhnoi College conducts Energy Audit, Green Audit and Environmental Audit through certified agencies regularly. These audit aims at verification and validation to ensure that various environmental laws are complied with and adequate care has been taken towards environmental protection and preservation. The timely preparation of these audits by Dudhnoi College has helped the college fraternity to introspect their environment-related activities and motivates to do better in terms of promoting 'green environment'.

2. **To promote "Green Environment" through curriculum enrichment:** Under the Go Green Campaign, an essay competition on the topic "Plastic is a Curse for Humanity" was organised and attended by a good number of students. At the same time, an art competition was organised on "Save Earth, Save Life" in December, 2021 with an aim to link youth with SDGs and sustained utilisation of resources.

3. **Through Extension Activities:** The concept of Extension Activity in Higher Educational Institute (HEI) was first introduced in 1977 by UGC where it was stated that HEI to discharge its responsibilities effectively "it must assume extension as the third important responsibility and give it the same status as teaching and research". Accordingly, Dudhnoi College tries to fulfil its social obligations through academic and co-curricular activities conducted at nearby schools and villages. Among the activities, nature and its conservation and sustained utilisation, cleanliness became the priority. Some of the trees used in the plantation are Indian Rose Chestnut, Spanish Cherry, Himalayan Cedar, Mango, Jackfruit, and Guava etc. These initiatives also exert influence on promoting 'green economy', whereby the villagers can sell the fruits in local markets. The impact of such activity is visible in one of the adopted villages of the college, namely, Gabilpara.

4. **Through Celebration of important Days**: With the aim to tickle the minds of young students and develop consciousness of their surrounding environment, the institution observe environment related national and international days of significance like World Water Day (22nd March),

World Earth Day (22nd April), World Environment Day (5th June), etc by organizing popular talks, awareness drive, plantation drive etc.

The institution also motivates green technology and innovations among the students. In 2021, Pritom Rabha of B.Sc. Physics 2nd Semester developed emergency medical drone and solar powered smart e-dustbin for waste management.

Other activities: Although the region is blessed with abundant precipitation and availability of water, the college practices rainwater harvesting. Waste water are treated and reused for lawn, plantation and gardening purposes. Dudhnoi College has signed a Memorandum of Understanding (MoU) for E-waste Management and Hazardous Chemical and Radioactive Waste Management activities for promoting environmental sustainability.

The college authority strictly imposes green campus initiative on its stakeholders. There is restriction on movement of vehicles of outsiders, and bicycle users are encouraged.

Environment sustainability is not an overnight effort; Dudhnoi College has and will continue its efforts in bringing and maintaining environmental sustainability each time.

File Description	Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Rich in bio-diversity, Dudhnoi College is a good ground for varieties of flora and fauna. It provides habitat to 62 species of fauna, including breeding ground for 30 species. It is also a breeding ground for 174 species of flora including 72 species of medicinal plants. It has a substantially big pond in horse-shoe shaped around the college which provides a good ecosystem with large number of aquatic animals. To keep this green campus initiative sustaining, the college implements a host of preventive and curative measures which include no use of plastic, limited use of motor vehicle and dependence on electricity saving equipment and alternate energy source. The street light of the college campus is gradually being replaced by sensor based solar light, and inside the classroom and halls LED bulbs replaced the old bulbs.

Keeping the generation of revenue in mind, the college authority made a plantation of *sum* tree in approximately 5 bighas of land in order to sustain silk farming and to boost sericulture in the neighbouring area.

Since the number of permanent teachers against the enrolled students is less than required therefore, the college management committee sanctioned additional 31 teaching posts and appoints teachers temporarily, who are paid through college general development fund. At any cost, it ensures that teaching-learning process should never be affected. Though Dudhnoi College is an affiliated undergraduate college working under Gauhati University, it has been shouldering additional responsibility of teaching students of Higher Secondary (HS) since its establishment, because the HS section is adjoined to the degree course in this college. Every year more than 600 students take admission in HS 1st year which puts added liabilities to the college in terms of management of teaching resources including teachers and physical classroom.

Apart from the H.S course, the institution also runs two centre of open and distance learning course offered by *Krishna Kanta Handique State Open University* (KKHSOU) and *Institute of Open and Distance Learning* (IDOL), Gauhati University. Every year more than 50 students obtained their bachelor and master degree in different subjects through these study centres.

Concluding Remarks :

Dudhnoi College started its journey to become a source of beacon light for a group of people engulfed in darkness of ignorance and backwardness. In the last 50 years of existence, the society showed a perceptible sign of change brought by people related to this college—either as students or as faculty members. These people were the first to notice the beauty and magnanimity of the world outside and they subsequently fascinated the illiterate people of this area to come out of the self-contentment of their cocooned life style. In this crucial metamorphosis of the society, Dudhnoi College certainly claims success to a great extent.

Having successfully streamlined the society into the mainstream dynamics, now the responsibility of the college is shifted to steer the society towards the knowledge of the emerging national and global trends relevant to the local needs and to equip the people with the skills needed for surviving this competitive world.

To this end, all plans and programmes of the college is directed and preparation and submission of this self-study report will help to evaluate objectively the progress the institution is making towards this end.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :16 Remark : As per clarification received from HEI, thus DVV input is recommended.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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992	165	228	0	101 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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939	0	65	0	0	 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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1020	596	639	655	719 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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1020	596	639	655	719	 2.1.1.2. **Number of sanctioned seats year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1020	596	639	655	719

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1020	596	639	655	720

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

2.1.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
342	208	226	230	252

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
342	208	226	228	255

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
408	238	255	262	292

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
401	236	249	255	286

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

3.3.2

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

3.3.2.1. **Total number of books and chapters in edited volumes/books published and papers**

	in national/ international conference proceedings year wise during last five years
	Answer before DVV Verification:

<div style="margin-left:2em">

2021-22	2020-21	2019-20	2018-19	2017-18
25	34	17	21	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	5	4	5

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

</div>

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

Answer before DVV Verification :
Answer After DVV Verification :20
Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47.41	54.22	15.11	25.28	143.63

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
52.47	45.46	19.86	16.39	175.08

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58.6	35.52	44.23	105.31	68.72

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
53.54	44.48	39.48	114.2	37.27

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
114	54	69	44	40

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
114	54	69	44	40

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
243	336	373	288	318

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
343	336	373	288	318

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

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

5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/

GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	31	9	10	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
26	20	5	7	5

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	8	3	5	3

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
197	16	10	9	4

Answer After DVV Verification :

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

| 16 | 12 | 8 | 6 | 3 |

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	8	2	0	0

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45	29	101	04	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	16	49	4	7

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45	40	38	36	38

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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	40	38	36	38

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2113</td><td>1632</td><td>1687</td><td>1685</td><td>1787</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2113</td><td>1632</td><td>1687</td><td>1745</td><td>1786</td></tr></table>