



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DIKHOWMUKH COLLEGE

**DIKHOWMUKH COLLEGE P.O. BHARALUA TINIALI
758664**

www.dikhowmukhcollege.in

SSR SUBMITTED DATE: 13-07-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dikhowmukh College is situated on the historic Bor Ali, about 4.5 kilometres away from the National Highway No. 37 through the terminus of Gaurisagar. A few kilometres ahead of the college is the confluence of the rivers Dikhow, Goraijan and Brahmapura (Dikhowmukh) - a popular picnic spot and also the seat of religious unity, in the form of the famed Ajan Peer Dargah and Ramkha Peeth. The beautiful 'Moglow' tank in the heart of the college, now converted to Turtle conservation project, resurrects the glorious saga of the Manipuri Princess Kuranganayani who became a queen of the Ahom king Swargadeo Rajeswar Singha. The huge college campus with its serene surrounding ensures an ideal academic atmosphere.

The long-cherished dream of the inhabitants of Jakaichuk and West Konwarpur Mouzas of Sivasagar district came true with the establishment of Dikhowmukh College in July, 1982. The college got affiliated to the Dibrugarh University in 1984. The college has seven departments - English, Assamese, Economics, Education, Political Science, History and Sociology and all the departments offer Major/Honours courses at the undergraduate level. The college today offers Post Graduate courses in distance mode under Dibrugarh University and Krishna Kanta Handique State Open University. The college has also introduced a number of short-term vocational courses in recent times.

The banks of the historic Moglow tank are dotted with the main buildings of the college comprising a two-storied administrative block, classrooms, Library building, Departmental rooms as well as the canteen, auditorium, indoor stadium and women's hostel. There are three ICT enabled classrooms, one digital classroom cum conference hall, one conference solution, and one ICT enabled conference room attached to the library. At present, there are about 26000 books and journals in the central library. The college can also boast of sound sports infrastructure and recreational facilities for the students and staff.

There is a Village Knowledge Centre in the college, which is run by M.S. Swaminathan Foundation, and is supported by Norwegian Institute of Bioeconomic Research (Government of Norway), providing knowledge and expertise to the local people in areas such as agriculture, animal husbandry, health, career etc.

Vision

To carve a niche for ourselves as a centre of excellence in the domain of higher education by emerging as a pioneering and productive institution of higher education thriving in the rural Assam.

Mission

- To impart quality higher education to the economically backward and marginalised students of this rural area.
- To continue to make quality higher education accessible to the target groups in a very student friendly ambience at a very affordable fee.

- To produce quality human resources and train them to be viable in the peer environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A thoroughly student centric mechanism of dissemination of higher education has evolved thanks to certain intrinsic traditions and practices the college community and stakeholders have been diligently and faithfully adhering to since its inception. Every decision and action in the college is propelled by the needs of the students. All the stakeholders including teachers and office staff are virtually in the habit of going an extra mile to facilitate the students' various needs., many a time, practically without bothering about any kind of recognition and documentations in an age marked by aggressive and ostentatious publicity stints and self promotion. This unique tradition is peculiar to the college's internal culture and distinctly one of the biggest strengths with readily palpable rewarding consequences.
2. Located in a remote rural riverine valley incessantly hit by devastating floods, and inhabited by extremely poor masses of an agrarian society, the college has been spearheading a well orchestrated drive of meaningful Social Responsibility through its various programmes and welfare and extension activities. Different wings of the college family along with the students are entrusted with the responsibility of planning and executing such programmes resulting in mutually fulfilling and beneficial relationships The IQAC often collaborates with all these efforts to ensure a fruitful and productive result.
- 3.The college stands out as a prominent one in terms of its consistently good academic performances bearing testimony to the college's robust teaching learning eco system.
4. The management mechanism is decentralized with all stakeholders' involvement and participation in the vital activities and processes of the college.
- 5.The college has established MoUs and linkages with nationally and internationally reputed institutions /organisations ,which is proving mutually productive and helping the college cement a cordial bond with the local community . Some of them help the local Agrarian population to hone their skills for productivity and livelihood through free training and orientation ,and, even offering aids and funds.
6. The college is rich in its resources, specially land resources and bio diversity . Apart from its sprawling , eco friendly green campus which offers a breathtakingly beautiful view, it has other land resources outside the main campus.

Institutional Weakness

1. The college caters to the needs of a student community comprising mostly ones from families of extreme poverty. Natural calamities in the form of perennial floods and the damage caused always take a toll on our enrolment, drop out rates , internet connectivity and other crucial issues vital to

dissemination of quality higher education in current scenario.

2. The college has only one stream (Arts).
3. The college is debilitatingly understaffed with a number of sanctioned posts , both teaching, and non teaching, lying vacant for years.
4. The ICT capability of the is functional and effective at the most , but not up to the mark .
- 5..The college has not installed the management information system(MIS) and office and library automation fully. .
- 7.The college is lagging behind in research and consultancy and internal resource mobilisation

Institutional Opportunity

1. To introduce new streams and vocational courses keeping in mind the productive trends of the emerging scenario of higher education and the area specific needs at the undergraduate level.
2. To introduce the Masters programmes in all fully sanctioned 07departments To obtain autonomous college status.
3. To further strengthen the college's association and collaboration with nationally and internationally reputed organisations and institutions to give a fillip to our mission and vision and help our students ,other stakeholders and local populace keep abreast of the current productivity trends.
4. To pave the way for mobilisation of more revenues strategically utilising the college's own internal resources and establishing linkages with other funding agencies.
5. To complete , streamline and make fully functional various Administration and academic e-governance modes.
6. To make the most of the new opportunities promised by the NEP and come out as an excellent institution of higher education concentrating on our internal and somewhat unique internal

Institutional Challenge

1. Rampant socio-economic backwardness , incessant floods , geographical remoteness, utter lack of quality public infrastructures, unstable and poor internet connectivity continue pose a formidable challenge to our enrolment , retaining students and ensuring rapid and necessary progress on various fronts.
2. Lack of adequate faculty members and office staffs deters the smooth running of programmes and efficient functioning of the college
3. The mobilization of funds for the development of the college is a big challenge .
4. CBCS system has imposed a huge administrative and academic workload on the teachers which makes hard to maintain quality consistently in an already understaffed college.
5. The alumni's goodwill and cooperation are admirable and inspiring but is not adequately translated into substantial contribution in this poverty-stricken, flood prone area.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college primarily follows the affiliating university's curriculum for its courses. As an affiliated college, our university provides us with an Academic Calendar. We always tweak it as best as possible to suit our own area specific needs without hampering the spirit of the Academic Calendar. The objective behind that is to add a bit of creative flexibility and thus cater to the needs of the socio economically backward students who mostly come from flood-affected and remote rural agrarian backgrounds. For example, as the session 2020-21 was dogged by uncertainty for pandemic induced lockdowns, the Academic calendar issued by the university was modified considerably to suit the changing demands of time and focus was shifted to online mode. At present the BA honours course is offered at the college in CBCS (semester) mode, in seven subjects, viz., English, Assamese, Economics, Political Science, History, Education, Sociology. Apart from imparting education in the given subjects, the college focuses on the contemporary socially relevant issues of gender, environment, student counselling, training programmes, human values, professional ethics etc in the topics taught and sees to it that such issues get adequate outlet in curricular and extracurricular modes. The college centrally organises an induction programme at the beginning of the session for the newcomers where they are familiarised with the various aspects of the courses, the vision of the college, infrastructural facilities accessible to them, the mechanism of grievance etc. The college observes and celebrates important days like College Foundation, Environment Day, International Yoga Day, International Women's Day – which are according to the Academic Calendar. The authority in conjunction with its IQAC does everything possible to ensure that the curriculum is implemented productively. The academic committee is vigilant on the probable lapses of infrastructure and teaching-learning processes and does the needful to redress the same. In concordance with the Academic Calendar, examinations and other curricular and co-curricular activities during the academic year are meticulously planned and oriented in the beginning of the academic year. The college faithfully carries out the methods of examination, giving stress on upholding the healthy principles of continuous evaluation.

Teaching-learning and Evaluation

As an affiliated college of a University (Dibrugarh University), Dikhowmukh College has to operate in an environment of little academic and financial freedom and has to adhere to the Academic Calendar virtually for all important academic and extracurricular activities. Even then, the Dikhowmukh College has been doing its bit to ensure quality higher education to the cross section of students of greater Dikhowmukh area. Once the admission procedure is done and the Induction/orientation programme is conducted departments try to find out the potentials and competency levels of the students to initiate separate approaches with respect to slow learners, average learners, advanced learners. The teachers put in an extra effort to motivate the students and ensure a smooth and satisfactory teaching-learning and evaluation process. They are always encouraged to bring about a well-balanced synthesis of the conventional and the non-conventional in their teaching methods, with creative innovations. Teachers are encouraged to take substantial initiatives in both identifying students' scholastic and co-scholastic potential abilities and guiding them. The college is doing its best to build up a highly effective ICT enabled teaching, learning and evaluation eco system in the college. The college authority encourages its faculty members to make the most of its existing ICT infrastructure for more productive, participatory and enriching teaching, learning and evaluation experience. Due to COVID-19 pandemic in recent times, online classes through platforms like Google Meet, Zoom etc and WhatsApp have emerged as the most useful media for ensuring the continuity of learning as well as evaluation. The College conforms to the semester regulation of Dibrugarh University evaluation rules and policies with a continuous endeavour to make them effective, flexible and productive for its students. The college has a highly effective and ever evolving

students mentoring mechanism, which is designed and modified from time to time, especially from the year 2019.

Research, Innovations and Extension

The college encourages teachers for quality research work by providing necessary academic leave and encouragement for publication of their research. During the last five years two MRPs have been granted by the UGC, two faculty members received Ph D, and another two have been pursuing Ph D. Of late, two of the faculty members have applied for post-doctorate degree. For the teachers' engagement with research work, they are encouraged to publish their work in research journals and books, attend seminars and workshops. The Departments also organize seminars, webinars and workshops in limited capacity, where students also take part. The students are given project works related to their course and are assessed for their research acumen. With an aim to ensure a robust research environment in the campus, the college authority has allotted a dedicated room for research activity since 2013, which has now been rechristened as Shankar-Madhav Study Centre.

Under Extension activities, the college has, since inception, maintained a cordial relation with the people of neighbouring villages. The college has adopted a nearby village called Raghubari Village and devised a well-planned strategy to contribute to the welfare and uplift of the village community. The college community and its voluntary unit NSS have actively taken part in community-sponsored embankment repairing programme and flood relief during recent floods. Not only in its adopted village, but in the neighbourhood areas of the college, several flood-relief works, road and bridge repairing works etc have been carried out under the aegis of the NSS unit of the college. The college has taken an initiative to bring all the organisations of the area and few leading citizens under a single umbrella for the overall development of greater Dikhowmukh under the name and style of "Dikhowmkh Unniayon Manch". In the Covid 19 wrecked times of 2020-21, the college's usual rounds of welfare activities were halted for a while, but during such harrowing times too, the college fraternity came back strong by doing its bit like organizing awareness campaigns for Covid appropriate behaviour, sanitization drive, and volunteering at nearby health facilities administering vaccines.

Infrastructure and Learning Resources

With an area measuring approximately 2.4 acres, the Dikhowmukh College lends us a serene atmosphere far from the madding crowd. In this picturesque ambience surrounding the Moglow tank, the main buildings of the college comprising a two-storied administrative block, classrooms, Library building, Departmental rooms as well as the canteen, auditorium, indoor stadium and women's hostel – all stand in a planned manner in the sprawling campus. Though the college now has sufficient numbers of class rooms, all of them are not equipped with smart boards and internet connectivity. There are three ICT enabled classrooms, one digital classroom cum conference hall, one conference solution, and one ICT enabled conference room attached to the library. The classrooms have sufficient lighting, ventilation and sitting arrangement for the students and teachers. Apart from the central library, which is partially automated as of now, and is a storehouse of some 26000 books and journals, the departments have their own book banks comprising books and journals donated by well-wishers and teachers of the departments. The college is one of the first wi-fi campuses in this part of the state, with high-speed internet connectivity. At present there are 37 computers in the college catering to the needs of all the

seven departments of the college as well as the office. Sports equipment for both outdoor and indoor games like cricket, football, volleyball, badminton, carom, chess, Chinese checker, discus, javelin etc are provided to the students. The Indoor Stadium is being fully utilized as a very effective multifunctional centre, its well laid platforms and infrastructure is judiciously used to house a Gymnasium, Court and a Yoga Centre. Just outside the Indoor Auditorium premise stands a Basketball Court. Apart from this infrastructure, the college has its own auditorium with its permanent a seat capacity of around 500. Apart from a 20KV power generator, the office premises, IQAC office and several departmental and classrooms have inverter connections for uninterrupted power supply. The entire campus and important spaces are under CC surveillance round the clock. The Women's hostel, which is in the campus, can house up to 50 girl students.

Student Support and Progression

Over the years, the Dikhowmukh College has evolved a student friendly easy-to-handle student support and progression mechanism. A blending of the conventional and the non-conventional, this mechanism is transparent and based on a spirit of mutual co-operation. It is fully in conformity with the vision, mission and objectives of the college. The college seeks to ensure all-round mental and intellectual uplift of the students through its mechanism of student support and progression. The college has valorised the importance of academic and professional mentoring at a personal and institutional level. The teachers are always encouraged to keep a vigil on an overall development of the students in addition to their regular academic interaction and counselling. The teachers also go an extra mile by way of making generous donation, both in cash and kind, to support and help the bright students in the grip of poverty. The students belonging to backward communities and meritorious students are also provided with financial aids under various scholarship schemes of the government.

The college follows a hassle-free admission procedure. The prospectus contains information about the admission procedure, courses, fee structure, facilities etc which is made available to the students before their admission. At personal level also, the staff of the college advise the prospective students about the admission procedure and various course-options available to them. In recent times the state government has introduced free admission for students belonging to below poverty line, which has benefited many deserving ones.

The student-centric facilities in the college include recreational facilities like indoor games and outdoor games, canteen with subsidised rate, common rooms for boys and girls, women's hostel etc. The students get ample opportunity to display their talents in various sports and cultural events. The college magazine and departmental journals and wall-magazines also a platform for the students to show their literary competence.

The college has always maintained a cordial relationship with its alumni. An Alumni Association is there at the college level as well as at each of the department which fortify the association and ensure larger involvement of them.

Governance, Leadership and Management

Like the other provincialised colleges in the state, the Dikhowmukh College also abides by the rules in force, the guidelines of the DHE, Govt. of Assam, the Dibrugarh University Act, and the guidelines of the UGC. The Governing Body of the college is the apex decision making and administrative body of which the principal is

the Secretary. The GB is constituted of prominent educationists, nominees from the University and the state government, guardian members and representatives from the teaching and non-teaching staff. All major decisions are to be approved of by the GB. The college has an Academic Council consisting of the HoDs/senior members of the teaching staff as its members. It prepares the Academic Calendar, and also looks after the major student-centric academic activities. The IQAC, under the guidance of the Governing Body of the college, conceives, frames, oversees, reviews and documents various plans and programmes to be carried out in the campus.

The institute has a proper mechanism to delegate authority for administrative and academic activities. In all the decisions in the campus the principal takes into confidence the stakeholders of the college, primarily the faculty members, office staff and the students. The stock maintenance and auditing of accounts pertaining to Income-Expenditure is properly done by the competent government auditors and Chartered Accountants. A Grievance Redressal mechanism is also in place in the college.

Out of the few institutional practices for decentralization and participative management, the following may be mentioned: 1. In order to enhance the effectiveness and efficiency in various departments at the campus level, different permanent committees with representative teachers and administrative staff have been formed with the principal as chairperson and one member of the faculty as the coordinator. These committees enjoy utmost freedom in taking various decisions related to academic and non-academic matters of the college, adding transparency to the administrative and management principles. 2. The College promotes the culture of participation of faculty member and students in various discussion and decision-making activities. Suggestions and opinions are invited from both Faculty and students as stakeholders to formulate the policies and plan of action.

Institutional Values and Best Practices

Developing and sustaining a productive and highly efficient Teaching-Learning and Evaluation mechanism in our college has been one of the notable best practices of Dikhowmukh College. Here majority of the students come from economically backward families. The area which houses our college is a perennially flood effected area and a sizeable section of our students are also from tribal communities. Most of our prospective students would not be in a position to avail and afford higher education if the Dikhowmukh College were not there. As such, our college's think tank plans, contrives and focuses wholeheartedly to ensure a healthy and fruitful academic and holistic experience for its students. The dedicated teaching community of our college, in the recent year of pandemic, guided and helped the students in every way possible, despite a lot of constraints in making online mode functional and effective in this remote flood-affected rural area of Dikhowmukh. For example, they distributed class notes through whatsapp and delivered lectures by audio recording, when live internet connection was not available during the Covid-19 induced lockdown.

Within its limitations, the college tries to integrate important issues relevant to professional ethics, Gender, Human values, Environment and Sustainability into the curriculum. The college has a tradition of valorizing internal quality assurance and the various committees formed to ensure smooth running of the college collectively take stock of the internal environment and do the needful to promote a quality environment for the students.

While the students' welfare remains a primary concern of Dikhowmukh College, it has been taking several

welfare measures for the wellbeing and professional development of teaching and non-teaching staff too.

Dikhowmukh College endeavors to provide quality education to the cross-section of student community of the area with a missionary zeal. Emphasis has been laid on not only course-based education but also enriching the students with activity and skill-based learning, thereby enhancing their prospect of employability. All out efforts have been made to sculpt the ethical and moral architecture of the students in the soundest possible manner, with an aim for stronger commitment to society at large.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DIKHOWMUKH COLLEGE
Address	Dikhowmukh College P.O. Bharalua Tiniali
City	SIVASAGAR
State	Assam
Pin	758664
Website	www.dikhowmukhcollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Pabitra Kr Dutta	03772-291104	7002068377	-	dikhowmukhcollege@gmail.com
IQAC / CIQA coordinator	Pranjal Borah	03772-291103	9678780577	-	mrpb1975@gmail.com

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 minority institution	No

Establishment Details	
Date of establishment of the college	26-07-1982

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Assam	Dibrugarh University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	19-12-2005	View Document
12B of UGC	19-12-2005	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Dikhowmukh College P.O. Bharalua Tiniali	Rural	15	9020

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA, Education	36	H.S.	Assamese	20	20
UG	BA, English	36	H.S.	English	20	6
UG	BA, History	36	H.S.	Assamese	30	27
UG	BA, Political Science	36	H.S.	Assamese	30	25
UG	BA, Sociology	36	H.S.	Assamese	30	23
UG	BA, Economics	36	H.S.	Assamese	20	13
UG	BA, Assamese	36	H.S.	Assamese	30	22

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				15				10			
Recruited	0	0	0	0	10	5	0	15	2	2	0	4
Yet to Recruit	0				0				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				12
Recruited	7	0	0	7
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	2	0	1	1	0	8
M.Phil.	0	0	0	1	1	0	1	1	0	4
PG	0	0	0	10	5	0	2	2	0	19
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3
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	

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	68	68	0	0	136
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	3	3	10	3
	Female	5	4	2	4
	Others	0	0	0	0
ST	Male	9	12	5	3
	Female	7	10	3	14
	Others	0	0	0	0
OBC	Male	41	33	32	32
	Female	51	40	50	43
	Others	0	0	0	1
General	Male	2	1	3	0
	Female	3	7	1	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		121	110	106	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>In the near future, Dikhowmukh College hopes to emerge as a top rural autonomous institution of higher learning. The college's current limited scope necessitates careful selection of courses and subjects for its students because it is primarily a single stream school, reflecting a multidisciplinary approach in the curricula. An inter-institutional, inter-college, and inter-departmental faculty exchange program is being attempted to implement as part of a three-tiered teaching method. To give students a comprehensive education, knowledge sharing by professionals in a variety of non-academic disciplines is expedited. Our Institution frequently uses projects, fieldwork, and extension work as part of their experiential learning</p>
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	<p>initiatives. The introduction of the Science Stream and Commerce Stream at the graduate level will increase academic freedom toward multidisciplinary approaches and the privilege to pick from a variety of relevant subjects.</p>
2. Academic bank of credits (ABC):	<p>Through the already-in-place CBCS system, we promote accessibility, openness, fluidity, and flexibility in the educational system. With the introduction of the New Education Policy, students can take advantage of a seamless Academic Bank of Credit process on the courses provided in the college because the teaching-learning mechanism of the institution is run in a blended style. For easier transfers to a four-year degree program, the current CBCS system has equipped the students to finish their programs within the allotted time. It will give the administration the ability to address the dropout rate and low enrolment rates among the institution's students, who are primarily from socially and economically disadvantaged sectors.</p>
3. Skill development:	<p>In order to equip the students with more employability the college is planning to implement a number of vocational courses. The college understands the value of career- and vocational-oriented education for a student's self-employment. Students are encouraged to take vocational courses. The college provides vocational programmes in Spoken English, and Basic Computer Application. Until a couple of years ago, it ran courses like Lab Technician Diploma Course and Nursing Course under the aegis of its then Community college. It hopes to reintroduce and revive such job oriented courses in near future. Different facets of skill development are being planned to be provided further by add-on courses on Travel and Tourism Management, Event Management, Student Counselling, Performing Arts, Agricultural and Rural Marketing. The students are inspired to pursue careers in these fields via skill-enhancement courses in desktop publishing, NSS, entrepreneurship development, human rights, library science, and more. In accordance with the New Education Policy, the college has the capacity to establish vocational training centres that are income-oriented. A significant focus area for the school will be the addition of more vocational courses in partnership with business and industry. The college boasts of its</p>

	Village Knowledge Centre (VKC) which is spearheading a well-orchestrated programme of helping, training, aiding the local farming community and entrepreneurs in collaboration with the college. It is expected to streamline its activities and programmes to suit the needs of the NEP in consultation with the college.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The curricula in the CBCS syllabus include papers on Ancient and Modern Indian Political Thought, Indian Classical Literature and Modern Indian Literature, Indian Philosophy, etc. to foster a sense of rootedness and pride among the students regarding the rich traditions of the Indian knowledge system. Although teachers are generally encouraged to be multilingual in their presentations and interactions with students in a classroom setting, the use of Assamese as a primary language of communication in the setting helps native learners understand the topics clearly.</p> <p>Assamese is another language used for instruction and testing in the Social Science Subjects, in addition to English (Major). The college already includes a research center named after two of the most significant literary and cultural figures in the state, and it seeks to support an ecosystem for study of language, literature, and culture. The college offers lectures, supplemental courses, and seminars on yoga. A key component of the college's strategic goal is the introduction of short-term courses on numerous skill-based disciplines. Under the management and supervision of its Village Knowledge Center, the college has established a nutrition garden with medicinal plants to increase awareness about Assamese alternative medicine.</p>
5. Focus on Outcome based education (OBE):	After the desired autonomy is established, a greater emphasis will be put on outcome-based education (OBE) in the curriculum (OBE). There will be new occupational courses with a focus on OBE added as soon as practicable. Workshops and faculty development initiatives will focus on the production of OBE materials. It will become institutionalized to carry out recurrent evaluations of student feedback based on courses.
6. Distance education/online education:	Distance education/online education: The college has two centres for distance education (Krishna Kanta Handique State Open University (KKHSOU) which offers both undergraduate and post graduate course

and the Dibrugarh University Open Learning (DDOL) Centre for postgraduate courses. The college intends to develop digital Self- Learning Materials (SLMs) to facilitate online learning. Development of a digital library with course videos and materials by faculty members. A few courses are to be designed and implemented in online mode via LMS.

NAAC

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
147	147	120	120	120
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
07	07	07	07	07

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
316	337	345	340	325
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
89	89	89	89	89

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	120	114	103	109
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	22	23	23
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	25	25	25
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 18

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1060202.00	940424.43	1622986.00	1862483.65	234053.75

4.3

Number of Computers

Response: 37

4.4

Total number of computers in the campus for academic purpose

Response: 17

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college, an affiliated college has to adhere to the curriculum designed and implemented by our university. As such we enjoy minimal freedom in curricular planning and implementation although some of our faculties are often part of the university's curriculum designing committee.

The college, however, does everything possible to work out a productive mechanism for curriculum delivery and implementation. The first step starts with tweaking the Academic Calender to suit the needs of our students who mostly come from rural remote areas and agrarian backgrounds.

During farming and harvesting sessions , the students' partial absenteeism is aptly compensated for by providing ample flexibility in the class routines and sessional exams schedules . It is sometimes done even in a somewhat informal way to facilitate the needy students.

The academic committee under the supervision of IQAC sees to it that the syllabi are being tackled well on time with provisions for remedial orientation.

The students feedbacks are sought and on the basis of that input , further strategies are devised to make curriculum delivery and implementation more efficient. IQAC keeps a vigil on how things are moving , reviews and takes necessary decisions to streamline the efforts, if required.

Teachers are always encouraged to take classes using the ICT resources as far as practicable and keep the records neatly.

The college focuses on the contemporary socially relevant issues of gender, health, environment , student counselling and training programmes, human values and professional ethics and sees to it that such issues get adequate outlet both in curricular and extracurricular modes.

The college centrally organises an Orientation Programme at the beginning of the session for the new comers where the students are familiarised with the various aspects of the courses , the vision and best practices of the colleges, infrastructural facilities accessible to them, the code of conduct they are supposed to stick to on campus, the mechanism of grievance redressal.

The college observes and celebrates important days like College Foundation Day, World Environment Day, International Yoga Day, International Women's day,

The college authority in conjunction with its IQAC does everything possible officially and unofficially to ensure that the curriculum is implemented productively and remains vigilant on the probable lapses of infrastructure and teaching faculty.

While the college tries to uphold its planned programmes, the mode of execution is bound to be mostly offline although many teachers are in the habit of blending ICT enabled modes of teaching with their regular modes in this remote, rural , flood affected area with poor public digital infrastructures like good internet connectivity.

File Description	Document
Upload Additional information	View Document

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

Response:

As an affiliated college ,our college has to adhere to the Academic Calender virtually for all important academic , cocurricular and extracurricular activities . Yet keeping a strict vigil on the larger interests and needs of our students and the specific geo political and socio economic factors impacting the lives of this area, attempts are always made to tweak and modify it to make it more productive and flexible without essentially hampering its spirit.

IQAC does that tentatively keeping room for further tweaks if required . In concordance with the Academic Calender, the conduct of examinations and related matters such as the curricular, cocurricular activities of an academic year are meticulously planned and oriented in the beginning of each academic year.

The semester regulation followed by Dibrugarh University is both student centric and student friendly. The college faithfully and diligently follows the methods of examination , evaluation and documentation . Stress is always laid on upholding the healthy principles of continuous evaluation.

While the academic calender is tweaked to be as student friendly as possible to suit their needs, the internal evaluation process of the courses is done with strict adherence to semester regulations of Dibrugarh University.

Internal examinations are conducted as per academic calendar of the college, which mostly corresponds to the University academic calendar.

In the recent session plagued by Covid 19 impasse, our traditions of resorting to productive flexibility and tweaking yielded a good result and enabled us to maintain our standard healthy practices in various domains in tact . Going online for teaching , learning and evaluation has become better and more effective in recent times..

File Description	Document
Upload Additional information	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 07

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

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	0	0	0	03

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

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

Response: 5.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	0	0	0	82

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

1.3 Curriculum Enrichment

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

Response:

The college sincerely lays stress on the contemporary socially relevant cross cutting issues of gender, health, environment , human values and professional ethics and ensures in an orderly and result oriented manner that such issues get adequate outlet both in curricular and extracurricular modes.

As for the curriculum, There are a plenty of topics and issues related to gender, human values, environment and sustainability and professional ethics in the syllabi of virtually all the subjects of humanities and social sciences that our college offers to the students.

All the prominent National , International days dedicated to such cross cutting causes are observed in the college under the aegis of IQAC and various other committees of the college.

The college is a zero tolerance zone for gender disparity. We take pride in the fact that our policy seems to have borne fruits as no complaint of serious gender related issue has ever been lodged here till now.

Being an affiliated College of Dibrugarh University, the Dikhowmukh College follows the curriculum designed by the University. The University integrates crosscutting issues relevant to professional ethics, Gender, Human values, Environment and Sustainability into the curriculum. The College takes utmost interest in the implementation and internalization of these issues.

In tune of the programmes in the curriculum the College, via Women Cell of the college, organizes Gender equality and sensitization programmes emphasizing Woman Empowerment, improvement of mental health and psychological well-being, and health awareness workshops such as AIDS etc. from time to time. The College has organized as part of Academic Calendar activities such as International Women's Day too. Such programmes help integrate theory with practice by providing students with opportunities to experience various issues of gender through field and community activities. The college provides basic amenities to the girl students in the form of clean toilets, sitting area, hostel facility, sanitary napkin vending machine, first aid box etc.

The basic human values and professional ethics help students in their holistic development as well as in their professional life in future. Various activities, both academic and non-academic, held in the year has aimed at bringing in transparency, accountability, honesty, integrity, equality, peace, mutual respect, tolerance to each other and obedience to law for a disciplined life on and off campus, and in these activities the promotion of Universal intrinsic human values is reflected. Activities highlighting the Voters day programme, various competitions among the students, Swachh Bharat Abhiyan, awareness of one's own heritage and culture etc accentuate these basic values of human life.

For Environmental sustainability the NSS unit of the college along with Nature Club promote environmental awareness through the Tree plantation, cleanliness drive, rain water harvesting, Plastic Free Campus etc., and this year has been no exception. Extension activities through NSS unit has made the programmes sustainable and widely appreciated in the area. The college understands the need for sustainability by focussing on a clean and green environment, and we are in the process of conducting a green audit soon.

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

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

Response: 1.54**1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

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

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**Response: 72.78****1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 230

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

1.4 Feedback System**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni****Response: A. All of the above**

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

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

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

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

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 61.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	106	110	121	114

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
180	180	180	180	180

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

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

Response: 117.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
99	102	102	117	104

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

2.2 Catering to Student Diversity

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

Response:

Once the admission procedure is done and the Induction programme is conducted, the departments try to find out the potentials and competency levels of the students and initiate separate approaches with respect to slow learner, average learners and advanced learners. Both on campus and off campus strategies are resorted to by the faculties to cater to the needs of these different categories of students. Through special and extra classes with remedial orientation, the slow learners are given a boost. The faculty members of respective departments spot and assess the advanced learners on the basis of their performances in class tests, sessional examinations, and class room participatory behaviour. They are then given a fililip by exposing them to advance topics and extra assignments. These advanced and somewhat initiated students are also given access to more updated and advanced study materials both off campus and on campus. The faculties take individual initiatives to inspire, motivate and practically help them shape well. In 2020-21, the stress was also given to access and aid all categories of students online along with the usual approaches, given the prolonged Covid 19 lockdowns and suspension of offline college activities. The college under the supervision of IQAC devised and organized motivational programmes and activities to address the psychological needs of the students.

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

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

Response: 14:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

In a college which has a history of valorising the benefits and holistic well being of students above

everything else, it is natural to lay utmost emphasis on how to fine tune, add more value to, enhance and make more productive the over all teaching, learning and evaluation experiences of its students. In conformity with this age old student centric spirit, the college builds, streamlines its infrastructures and motivates and orients its teachers and other human resources to be more fruitful for its students. Taking cognizance of the science backed efficiency and efficacy of falling back on ICT enabled teaching methodology, the college is doing its best to build up a highly effective ICT enabled teaching, learning and evaluation eco system in the college and encouraging its faculties to make the most of its existing ICT infrastructures for more productive, participatory and enriching teaching, learning and evaluation experiences. The college even encourages its faculties to press into service their personal ICT resources and gadgets to serve students' interests and benefit them just as it always appreciates and motivates every teacher to maintain a rapport with his students both offline and online and be the friend, philosopher and guide for his students as far as practicable. All sorts of innovations on the part of the teachers for making teaching, learning and evaluation more effective are always appreciated and the college often aids such endeavours its own way. Such a well placed tradition has eventually helped us take care of our students quite well, guide them and ensure a more or less robust and productive teaching learning evaluation environment even during the last two pandemic hit sessions.

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

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

Response:

The College has quite a functional, effective, student centric ICT eco system, which is further boosted in recent times thanks to the Covid 19 induced situations. Utmost efforts are initiated to make the most of the existing ICT ecosystem. To ensure a productive teaching learning and evaluation environment primarily from a student centric perspective, which has always been the prime focus of our college, efforts are always initiated to catch up with the need of the hour. As such the teachers are always encouraged to supplement their traditional teaching methods by ICT mediated teaching orientations coupled with different interactive and participatory methods. Teachers use power-point presentations, audio visual aids and LCD projectors. In fact, of late, the college under the supervision of IQAC has made it mandatory for every department to take classes on a regular basis using ICT infrastructures and methods. In order to ensure equitable accessibility of the common and limited ICT infrastructures to all the departments, the class routine is judiciously tweaked. Various academic programmes are regularly and routinely held in Digital Classroom/Conference Hall profusely falling back on ICT infrastructures. Our faculties are accustomed to a well-respected tradition of maintaining a highly interactive and affable rapport with their students and as such the use of ICT has further boosted that mutually productive practice. It assumes still more significance in the Covid pandemic induced regressive times.

File Description	Document
Upload any additional information	View Document

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

Response: 14:1

2.3.3.1 Number of mentors

Response: 22

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

2.4 Teacher Profile and Quality

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

Response: 89.6

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

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

Response: 37.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
09	08	08	08	09

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

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

Response: 29.59

2.4.3.1 Total experience of full-time teachers

Response: 651

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

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The College conforms to the semester regulation of Dibrugarh University's ongoing evaluation rules and policies with a continuous endeavour to make them more effective, flexible and productive for its students. While administering a minimum of two internal sessional exams and one end-of-semester examination, the College closely follows the principle of continuous evaluation and offers additional opportunities for students to improve when required. The sanctity of the university guidelines is strictly maintained in conducting these exams although the college sees to it that the students of its economically backward and mostly agrarian society can have considerable flexibility and opportunities to take these exams. Although the benefits and convenience of the students are given utmost importance and consequently a lot of flexibility and fluidity are pragmatically exercised in the mechanism of internal assessment, everything about the procedures is always transparent, wholesome and result oriented. The examination schedule is always notified well in advance when the exam is held centrally. The same principle is adopted even when the departments are asked to conduct the sessional exams on their own keeping in view the levels of implementation of the syllabus. Stress is always given on timely evaluation and result declaration as well as proper documentation of the exam related stuffs. In fact, IQAC makes it a point to meticulously monitor the process. Offline mode used to be the norm. But during the pandemic hit last sessions, we automatically resorted to a blended mode of assessment and ensured that the sanctity is kept in tact.

File Description	Document
Any additional information	View Document

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

Response:

True to the spirit of our student centric values, the students are granted ample opportunities of expressing their internal assessment related and other grievances freely and without any fear. The departments are encouraged and empowered to redress such grievances at a priority basis. IQAC keeps an eye on the smooth functioning of the processes and practices in this regard. In fact, the students who fail to take the exams in the scheduled times are always given a second opportunity to take it. All that is done without hampering the guidelines of the university.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The teaching , learning and evaluation eco system of the college thrives on well-structured academic calendar, teaching plan and time table i.e. the class routine. The well laid out guidelines of the affiliating university are faithfully stuck to in these spheres. However, necessary tweaks are exercised to suit the specific needs of our students as far as practicable without tempering with the spirit of the university guidelines. Right at the beginning of an academic session, both teachers and prospective students are apprised of the programmes as they are so readily conspicuous in the syllabi. The program outcomes, program specific outcomes and course outcomes for B.A (Honours and Non-Honours) courses offered by the college are also displayed in the college website. Students are informed of these outcomes through their publication in the college prospectus in brief. Further, these are formally or informally discussed in various gatherings in the college. The teachers and the departments are all well versed with all that as they are not only entrusted with the responsibility of enlightening their students on that but also have to keep the relevant documents in tact for assessment and further actions . The college authority and the IQAC devise effective strategies and measures for efficient functioning of the college. IQAC keeps track of classes, completion of syllabi in consultation with the departments and students and ensures accessibility to infrastructural facilities such as classroom and library, reading materials, laboratory equipments for the students of specific subjects. The college has put in place The departments hold class test series, Sessional examinations, seminar, functional grievance redressal mechanism also. The student feedback

mechanism is taken into account with diligence and empathy and the issues are addressed in the best possible manner.

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

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

Response:

The college has put in place over the years an efficient mechanism of taking into account, assessing, planning and devising remedial actions, if required, to streamline its resources to boost better outcomes. Every time the final results are out, IQAC and the departments take cognizance of the outcome and the findings are given due weightage to plan the future actions. Emphasis is laid on proper record keeping and documentations and student feedback. Blending all these crucial factors together, further course of action is decided to implement.

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

2.6.3 Average pass percentage of Students during last five years

Response: 91.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	116	98	88	98

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	120	114	103	109

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 2.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	2.35

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 5.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	02

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
07	07	07	07	07

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 20

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	02	03	01	02

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

3.2 Research Publications and Awards

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

Response: 0.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	08	02	01	02

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.76**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
04	02	05	03	03

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

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

The Dikhowmukh College has, since inception, maintained a cordial and mutually productive relation with the people of neighbouring villages and achieved a remarkable success in maintaining a high degree of social responsibility. Extension services and activities in the neighbourhood have been a regular norm for our college. The college has adopted a nearby village called Raghubari Village and devised a well-planned strategy to contribute to the welfare and uplift of the village community. Not only in its adopted village, but in the neighbourhood areas of the college, several flood-relief works, road and bridge repairing works etc have been carried out under the aegis of the NSS unit and other important committees and cells of the college. The college community and its different units have actively taken part in community-sponsored embankment repairing programme and flood relief during recent floods. Apart from this, several health and environment awareness programmes, road safety awareness, orientation cum training programmes for farmers and entrepreneurs were also conducted by the college over the years. In the last few years, Village Knowledge Centre, which is an outcome of the college's MoU with MS Swaminathan Foundation, Assam Agricultural University and Government of Norway, has been instrumental in hosting, sponsoring and organising a number of such programmes in collaboration with the IQAC of the college. The college has taken an initiative to bring all the organisations of the area and few leading citizens under a single umbrella for the overall development of greater Dikhowmukh under the name and style of "Dikhowmukh Unniayon Manch". In the Covid 19 wrecked times of 2020-21, the college's usual rounds of extension activities, which our college always takes pride in doing as Yeoman's service, had to be halted for a while due to stringent lockdown. It is, however, reassuring and morale boosting an experience to discover we still ended up doing a lot of substantial Extension activities positively impacting the neighborhood community, sensitizing them to relevant social issues. Some of them were intended to give an impetus to their holistic

development. These activities were carried out through different Cells and Committees of the institution like NSS, Women Cell, Red Ribbon Club, Career and Guidance Cell and Students' Union. Since the inception of Village Knowledge Centre, which came into being thanks to the college's strategic MoU with MS Swaminathan Research Foundation, Assam Agricultural University and Govt of Norway, the college's people helping productive extension activity portfolio has enhanced many fold. The VKC has already proved to be almost a flagship farmer and entrepreneur friendly unit guiding, training and even practically aiding the farmers communities in the larger Dikhowmukh area in collaboration with the college.

The IQAC played a pivotal role in most of those programmes with NSS spearheading many of those programmes. The IQAC in collaboration with other permanent committees and departments also spearheaded and carried a series of substantial extension activities in the last session, which was mostly pegged by the Covid 19 impasse.

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

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

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

Response: 27

3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC,

Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	0	03	05	04

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

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response:** 48.25**3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
325	30	63	261	112

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

3.4 Collaboration**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response:** 3**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
01	0	0	0	02

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

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	0	01	0	01

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has adequate infrastructure and physical facilities to ensure efficient running of teaching , learning , evaluation process. While there are 12 plus classrooms of various size , there are as many as three ICT enabled classrooms, one digital classroom cum conference hall, one conference solution , one mini ICT enabled conference room attached to the library. The Dept of Education has its own laboratory set up . The college also has a fully equipped spacious computer lab , which can be used as conference cum class room as and when required. The classrooms are well equipped to meet the needs of the students with adequate teaching –learning aids. The classrooms have sufficient lighting, ventilation and sitting arrangements for the students and teachers. Apart from a 20KV power generator , the library , office premises, IQAC office and several departmental classrooms have dedicated inverter connections for uninterrupted power supply. The entire campus and all the important spaces are under CC surveillance round the clock. It seems to be working well college Canteen offers adequate services to both the teachers and students at affordable rates. Although this rural, remote place is pegged by unstable internet connectivity, the issue has somehow been tackled with broadband internet connectivity and it seems to be working well at the moment . The campus is partially Wi Fi. Toilets facilities are adequate and erected at convenient locations. The college has quite a few computers accessible to students and also photocopiers to be used for students’ purposes . There are provisions of CC TV surveillance for virtually all the important and strategic spots. The IQAC monitors the adequacy and functionality of the teaching learning infrastructures time and again or whenever it is brought to its notice. It seems to it they remain functional and effective .

File Description	Document
Upload any additional information	View Document

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

Response:

Our college boasts of quite a robust and functional infrastructure for cultural and other extracurricular activities . Although our existing outdoor stadium is yet to be up tp the mark in terms of facilities and multifunctionality, it is serving our purposes considerably well. Another outdoor stadium is being under construction which is being funded and supervised by certain Govt agencies. Our sprawling Indoor Stadium is being fully utilized as a very effective multifunctional venue .Part of it is being used to run the college’s own Textile Centre. Its well laid out platforms and infrastructure is judiciously used to house a Gymnasium, a Badminton Court and a Yoga Centre. Just outside the Indoor Auditorium premise stands the Basketball Court which is used by students. Apart from these infrastructures, the college has its fully

functional general auditorium with its permanent platform and a seat capacity of around 500. The general auditorium is so designed and its infrastructural facilities are so arranged as to facilitate different types of cultural, extracurricular and recreational programmes. The three ICT enabled conference rooms are also used to hold such programmes. Each has an intake capacity of 100. The college has its own lacterns, sound systems and conference solutions which are adequate for most of the programmes. In addition to these, the IQAC office room is well equipped and spacious enough to hold small programmes as and when required. Equipments for various indoor and outdoor games are sufficiently provided to the students for running sports smoothly. The college has arranged for special facilities for aspiring weightlifters and bodybuilders because of its history of doing well in that sphere of sports. For cultural activities, the college has virtually many of the equipments and facilities required for that. The college also has a dedicated infrastructure for its Research Cell named Sankar Madhab Research Centre. It has its book selves, computer and printer sets and other facilities and is housed adjacent to the IQAC office.

File Description	Document
Upload any additional information	View Document

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

Response: 16.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 03

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.6	2.8	2.34	6.80	4.90

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

4.2 Library as a Learning Resource

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

Response:

While the library automation process is in progress, it has been partially automated. The stage is almost set to make the College Library run fully on SOUL 2.0 Software which is key to Integrated Library Management System (ILMS). The major modules of SOUL like cataloguing, and circulating are now partially automated and functional. The database of books is being created using this software. The process is often hampered due to lack of staff. However, the library functions efficiently despite being understaffed. The library is well equipped with all other crucial resources and equipments.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: E. None of the above

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

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

Response: 51915.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	61117.65	91441.88	47475.90	59543

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

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 21.3**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 72

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

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

Though the college is situated in a remote rural , flood affected , economically backward area marred by enormous infrastructural inadequacy, the college has been leaving no stone unturned to catch up with time and trying hard to harbour a functional, effective and student centric IT and digital infrastructure ecosystem . Internet connectivity is still a big issue here and the college singlehandedly subscribes to two broadband lease lines bearing the expenditure alone for the larger interests of the college community. We have adequate number of computers, printers , photocopiers to serve our needs. The campus is partially WiFi . Effort is on to consolidate our existing IT infrastructure. In recent times, the college has substantially consolidated its IT infrastructures successfully coping with the Covid 19 pandemic induced impasses.

File Description	Document
Upload any additional information	View Document

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

Response: 19:1

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

4.3.3 Bandwidth of internet connection in the Institution

Response: D. 5 MBPS – 10 MBPS

4.4 Maintenance of Campus Infrastructure

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

Response: 65.96

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

2020-21	2019-20	2018-19	2017-18	2016-17
363689	289228	234747	687215	499387

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

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

Response:

There are established systems and procedures for maintaining and utilizing physical, academic and

support facilities - laboratory, library, sports complex, computers, classrooms etc.

Answer: The Dikhowmukh college not only keeps on consolidating its physical and academic infrastructures but takes adequate measures to keep them in proper shape. The college's physical infrastructure maintenance and management mechanism is looked after by the college's Construction and Purchasing Committee. The other bodies of the college such as IQAC also keep an eye on that as and when required. Although the college is facing an awful dearth of dedicated manpower to look after this aspect, it maintains its infrastructural resources quite well and ensures that they remain functional and usable. The college takes a plenty of initiatives to maintain a healthy and progressive academic atmosphere. The plans, decisions and other programmes in this regard are efficiently executed by the different committees formed for specific purposes. These committees include Academic Committee, Examination Committee, Students ' Grievance Redressal Cell, Womens' Cell, Library Committee etc. The Teachers Union and the Students Union of the college also extend their supporting hands whenever called upon. The Principal, and IQAC sit with the stakeholders and staff to plan the necessary actions and discuss the effect and progress of the steps taken regularly. The internal student feedback is taken into consideration. The academic Committee, for example, mainly looks after academic matters to ensure a healthy academic atmosphere in conjunction with IQAC. The Committee is responsible for preparing class routines, academic calendar, etc. The Library Committee is concerned with the affairs of the library and it is empowered to discuss, consider and take necessary decisions for smooth functioning and uplift of the library. There are computer laboratories for computer and other students. For the college's security, there are Night Chowkidars who keep an eye on the infrastructures of the college. All the strategic spots are under constant CC TV surveillance. For the students' physical and mental growth, there is an indoor Stadium Complex with well-equipped supplies and a small gym. Additionally, resources for outdoor games are offered. The Students Union takes a pivotal part in the maintenance of the said infrastructures. Eminent personalities are invited to connect with pupils and aid in their personality and career development at various workshops and talks that are held. On the other hand, the college is effective in providing the students with enough equipment for indoor games. On the other hand, the college is effective in providing the students with enough equipment for indoor games. Because of this, quite a few of our students have demonstrated their prowess in combative sports including weightlifting, bodybuilding, and martial arts. The college is proud that some of these accomplished students are female. Many of our students have competed in and earned awards in state, national, and district level sporting events over the past five years.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 31.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	102	103	111	110

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

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

Response: 31.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	102	103	111	110

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

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

following

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

Response: A. All of the above

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

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

Response: 22.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	100	50	70	50

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

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

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

Response: C. 2 of the above

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

5.2 Student Progression

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

Response: 7.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	05	04	05	02

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

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

Response: 51

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 51

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

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

Response: 35

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg:

JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
04	03	03	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	04	05	10	05

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

5.3 Student Participation and Activities

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	02

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-

curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Students participation and involvement in various administrative, cocurricular and extracurricular activities have been highly contributory, robust and rewarding in Dikhowmukh College. The college has an organized Student Union that is primarily elected by the student community through direct election. Student Union body consists of the following posts:

1. President (Principal), 2. Vice President, 3. General Secretary, 4. Assistant General Secretary
5. Magazine Secretary, 6. Cultural Secretary, 7. Games and Sports Secretary, 8. Literary Secretary,
9. Social Service Secretary, 10. Boys' Common Room Secretary, 11. Girls' Common Room Secretary, 12. Departmental Representatives of all the departments and HS classes.

The IQAC also has two student members who actively take part in its decision making process. In addition to the Students' Union, all the departments have their own Departmental Committees and Forums which conceive, plan and execute various departmental academic, cocurricular and extension activities of the departments in consultation with the faculty members. They take a pivotal role in organising departmental programmes and bringing out wall magazines and in house journals. The names and duties and responsibilities of all departmental committees are as follows:

Departments	Names	Structures
1, English	Forum for English Studies	President, Secretary , Executive Members
2. Assamese Do		Sahitya Chara
3. Political Science	Political Science Association	Do
4. Economics	Economics Forum	Do
5. History	Historical Association	Do
6. Sociology	Sociological Organisation	Do
7. Education Do		Educational Forum

The Student Union with the help of teaching staff conducts the Freshers' Social, Farewell Programme, Annual College Week, Foundation Day, Teachers' Day and other gala events. They plan and execute all the indoor and outdoor competitions, cultural, debating, drama and literary competitions apart from actively taking part in the college's all the extension activities and programmes. The Union body also identifies students good at sports and train them for Inter College competitions and Youth festival. The Cultural activities of the college are planned by the Cultural Secretary every year. This involves interclass cultural competitions as well as cultural programs conducted during various college celebrations like National Festivals, Foundation Day, Freshers' Social, Alumni Meets etc. The NSS unit has proved to be an asset for the college over the years. The student volunteers of NSS take part in and spearhead virtually all the major extension activities of the college. They plan, host and executes many programmes of social responsibility in collaboration with IQAC and other committees of the college. The college's NSS unit has also brought laurels to the college by standing out as one of the most dynamic units in Dibrugarh University.

File Description	Document
Upload any additional information	View Document

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

Response: 154

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	200	150	200	220

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

5.4 Alumni Engagement

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

Response:

From the very first batch of students passing out from Dikhowmukh College the bond of the alumni with the college has been inseparable. It is an accepted fact that without the alumni, the college family is incomplete. The alumni of the college have always been associated with the college in different capacities, which is evident in their active involvement in all the significant activities of the college, year in and year out, till date. It is common knowledge that during the initial years after the college was established in 1982, when the Dikhowmukh College was not under the deficit grants-in-aid system of the government and not provincialized, the students and alumni alike took it upon themselves to selflessly contribute to the building of much needed physical infrastructure of the college by way of physical labour, or being a part of public collection drive carried out from time to time.

Then, when an Alumni Association of the college was formally launched, the activities got little formalised, and events such as Alumni Meet, campus cleanliness and beautification drive, plantation drive etc are organised under the aegis of the Association. The registration of the Association is, however, pending, and the process for the same is on. All the departments have their own alumni associations, and in the last five years the alumni associations of all the departments have substantially contributed to the development of their respective departments as well as the college, through cash/kind/active participation. We are proud to declare that quite a few of our alumni are now our colleagues, and they have also contributed to the college in cash and kind.

The college promotes a healthy atmosphere to accommodate the alumni and their cooperative spirit. In the last five years we feel proud to discover that our alumni have not only taken part in various prominent events of the college, but also contributed substantially in cash and kind, which is definitely invaluable in essence and spirit and more than Rs 5 lakhs in monetary terms. A notable alumnus, a local entrepreneur and the owner of Vinayak Sweets and Jitu-Nitu Furniture, Mr Jitu Dutta offered to honour the best graduate of his alma mater every year with cash prize of Rs 10,000, and he has been contributing towards that since 2019 awarding three best graduates of the college till now. In 2018, the Alumni Association of the college took upon themselves the responsibility of contributing to the ongoing earth filling work of the college campus. As such, around Rs 2 lakhs was contributed for the purpose (vouchers enclosed).

File Description	Document
Upload any additional information	View Document

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

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Dikhowmukh College fraternity has always been firm believer of a collaborative work culture, and this has helped us realise the vision of carving a niche for ourselves as a centre of excellence in the domain of higher education by emerging as a pioneering and productive institution of higher education in this part of the country. The faculty members always try their best to impart quality teaching to the cross-section of students of the area with a missionary zeal. This mission of providing quality education in the economically backward rural area of greater Dikhowmukh had never been an easy task, but thanks to the dedication and sincere support of the faculty members and the staff, as well as the stakeholders such as the guardian community, that the collaborative effort has borne fruit over the years, which is evident from the numerous batches of students engaged in meaningful work after passing out from the college. The governance of the college is always in tune with this vision and mission of the college.

The college has avowed aim to introduce area-specific, need-based and viable new courses in the emerging field of higher education. The principal under the guidance of the Governing Body, and in consultation of the IQAC of the college conceives, frames, oversees, reviews and documents various plans and programmes. The principal convenes meetings as and when required to discuss and take decisions on various crucial matters and charts out the prospective annual plans and programmes in conformity with the college's visions and missions as well as the specific needs of the time. For example, we have of late harboured the possibility of converting the college into an exclusive Rural University, which will bridge a long yawning gap in the field of rural studies, and will be one of a kind in this part of the country.

File Description	Document
Upload any additional information	View Document

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

Response:

In various administrative and academic activities, the college follows a proper mechanism for decentralization of power. With collaborative work culture as the mainstay of our administrative practice, in all the decisions in the campus, the principal of the college takes into confidence the stakeholders of the college, primarily the faculty members, office staff and the students. In the institutional practices in tune with the spirit of decentralization and participative management, the college has formed different committees with representation of the teachers and administrative staff with the principal as the chairperson and one member of the faculty as the coordinator. These committees enjoy utmost freedom in taking various decisions related to academic and non-academic matters of the college, which in a way

enhance the effectiveness and efficiency of the administrative machinery of the college. The College promotes the culture of participation of faculty members and students in various discussion and decision-making activities. Suggestions and feedback are invited from both Faculty and students as well as other stakeholders to formulate the policies and guidelines for the effective functioning of various administrative and academic tasks. IQAC plays a pivotal role in virtually all matters vital to the college's functioning and these matters are thoroughly discussed, analysed and strategies are decided to handle all these matters in a productive way in the IQAC meetings. IQAC is entrusted with the responsibility of keeping an eye on and ensuring a productive and quality eco system .

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The plan of action for the year for academic and other matters is effectively deployed in the college. The IQAC under the guidance of the Governing Body of the college conceives of, frames, oversees, reviews and documents various plans and programmes of the year. The IQAC convenes its meetings as and when required to discuss and take necessary decisions on these crucial matters in consultation with the other stakeholders. The IQAC charts out the prospective annual plans and programmes in conformity with the college's visions and missions as well as the specific needs of the time. The institutional development, particularly infrastructure development is looked after by the management. The various committees are formed by the management with due approval of the GB to look after academic works, to develop the infrastructure facilities, to plan, organize and implement motivational programmes, career counselling workshops, and other placement related activities, to promote research and publication, to guide purchase of books and journals for the central library and departmental libraries, to mention a few. Then, in order to equip the students with more employability, the college is planning to implement a number of vocational courses. The college understands the value of career- and vocational-oriented education for a student's self-employment. Students are encouraged to take vocational courses. The college provides vocational programmes in Spoken English, and Basic Computer Application. Until a couple of years ago, it ran courses like Lab Technician Diploma Course and Nursing Course under the aegis of its then Community college. It hopes to reintroduce and revive such job oriented courses in near future.

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

Response:

The organizational structure of the college comprises two aspects: (a) Administrative Organizational Structure. (b) Academic Administrative Structure.

Administrative Organizational structure:

1. The College Governing Body as the representative of the government is on the top of the structure. The Governing Body is headed by a President, a prominent person from the educational field who is selected by the Govt. Principal as the secretary of the Governing Body runs the executive functions. Representatives from the teaching and non-teaching staff are included in the governing body. There are at least 2 nominees from the Vice-Chancellor of Dibrugarh University, 2 Teacher Representatives and 1 Non-Teaching Staff Representative, one library representative and a few guardian representatives of whom one must be a woman.

Academic Administrative Structure:

The principal acts the academic administrator. The Vice-principal, as the monitor of all academic affairs keeps track of all academic matters. The IQAC coordinator looks after, plans and finds strategies for the myriad matters vital to the college's smooth functioning in virtually all domains, quality aspects, development and planning related issues. The IQAC Coordinator, Vice Principal and the heads of the departments are directly under the supervision of the principal relating to the academic development of the college. All the academic and administrative bodies have their allotted responsibilities. As the administrative head, the Principal forms the nucleus of the administration as the final authority in all financial matters.

The Functions of Various Bodies: The management as well as the Head of the institution maintains a policy of decentralization vis-à-vis the distribution of responsibilities among different bodies constituted by the authority. The bodies function under the stewardship of some teachers coordinators and are formed to perform certain well defined and crucial functions meant for the development and proper functioning of the college. The following committees have been functional in the college for the last five years.

1. Internal Quality Assurance Cell (IQAC)
2. Academic Committee
3. Admission Committee
4. Construction and Purchasing Committee
5. Grievance Redressal Cell
6. Career Counseling and Guidance Cell
7. Research Committee
8. Anti Ragging Committee
9. Anti Sexual Harassment Cell
10. Women Cell
11. Hostel Committee

- 12. Publication Cell
- 13. Library Committee
- 14. NSS
- 15. Red Ribbon Club
- 16. Media Cell
- 17. Nature Club

Service Rules, Procedures, Recruitment, and Promotion Policies:

The Assam Government and the University Grants Commission provide direction on service norms and processes. According to the most recent UGC standards and the Govt of Assam directives, faculty members are recruited. Recruitment procedures abide by government directives and the reservation policy. The Screening Committee, which has appropriate representation from the affiliating university, appropriately screens and interviews prospective candidates. Non-teaching personnel is hired in accordance with the government's recruitment policies, the available positions, and the applicable cadre. Additional credentials and talents are taken into account and given more weight when hiring office personnel. The need for additional teachers in a given department will determine whether or not ad-hoc faculty will be hired.

File Description	Document
Upload any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Dikhowmukh College has been taking several welfare measures for the wellbeing and professional development of teaching and non-teaching staff. Some of these measures are:

The Staff Welfare Fund is a mutually beneficial Fund which caters to the financial needs of the staff. The staff can avail loan facilities at a very nominal interest rate up to twice their individual shares. They can also avail special loan in times of emergency at a slightly higher rate of interest. The Staff Welfare Fund also enables the staff to contribute their donations to various developmental, extension and student aiding activities of the college.

The college motivate the teachers to undergo higher education and training, and encouraging them to take part in Regional/ National / International conferences and workshops for paper presentation and participation. It also encourages them to strive to carve a niche for themselves in different fields of socio academically relevant spheres by granting them academic and special leaves as and when required. Thus quite a few of the faculty members are emerging as well known figures in their respective fields and have brought laurels to the college family thanks to the college's constant encouragements and support. For example, while one of the faculty members is now a multiple award winning renowned film critic and a film academic, another is a well known English language expert and author who has the unique distinction of writing the longest ever popular language column in the widely circulated English daily of North East India.

Sports and recreational facilities are made available to the teaching and non-teaching staff

Group Insurance is provided to the staff as per government rules.

GPF facility, Gratuity, Pension are facilitated as per government norms.

All types of leaves are allowed as per rules.

The college helps in procuring personal and other bank loans.

Apart from these, grievance mechanism is in place for any shortcomings.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

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

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

Response: 0.2

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

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

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

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

Response: 5.45

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	02	02	0	0

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

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

Response:

Apart from the annual performance appraisal system as mandated by the government for CAS promotion of the Assistant Professors, the teachers in general are encouraged for self-appraisal of their performance. The teachers have been given ample opportunities for continuous professional development by allowing them academic leave to participate in seminars, workshops and other faculty development programmes. Quite a few of the teachers are emerging as well known scholars in certain domains for the college's initiatives in valuing performance and quality. They are also encouraged to publish their research work in journals and collected volumes, published either by the college or from outside. Each faculty member is required to keep record of their academic and other co-curricular activities of the college in a daily class diary, which are maintained by the respective HoDs, and occasionally cross-checked by the Vice Principal or the Principal. While assessing the performance of the teaching faculty of the college, the students' feedback is also taken into consideration, and if considered necessary, measures to improve their performance is discussed in one-on-one meeting with the Principal/Vice Principal. A through discussion is held on the performance of the students after the sessional and final examinations are over, in staff meeting as well as Academic Committee meeting. Whenever necessary, the authority suggests remedial measures in teaching by respective departments. The faculty members of the departments too, sits to discuss and review the performance by the students in their subjects, and corrective measures are taken to improve their performance wherever necessary.

The principal of the college in conjunction with IQAC directly supervises the performance of the non-teaching staff, whose performance is assessed from time to time, and they are encouraged to undergo training/orientation programmes for skill development as and when the opportunity arises. There is a healthy atmosphere of mutual cooperation in the campus, as both the teaching and non-teaching staff gel quite well with each other, which speaks volume about job-contentment. The IQAC plays a vital role in virtually everything vital to the smooth functioning of the college.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution has a transparent and systematic financial management system. The Governing Body monitors the effective utilisation of financial resources through proper auditing mechanisms. The institution conducts external and internal audits for both Government and Non-Government funds. The institution has a mechanism for settling both internal and external audit of all financial activities.

:Statutory Audit (by Chartered Accountant):

Statutory audit of all the accounts maintained by the college is done by a Chartered accountant every year. All financial accounts/matters of the college are audited. On behalf of the Principal, the Head Assistant maintains the accounts of the government funds. The Internal Audit is done regularly by Internal Auditors appointed by the college authority.

The External Audit :

The External Audit is done by the local Govt official auditors appointed by the Government of Assam.

The certain informal contributions and donations of the staff through their Staff Welfare Fund are audited internally by the appointed auditors and the reports are always discussed, distributed, scrutinised and presented for the perusal of all the members in the Annual General Meeting of the Fund.

The Statutory Audit of the college is always kept updated. It is done upto 2021. Since the government had not employed any official auditor for external audit for the last five years, for the external audits, the college has had mostly fallen back on the local chartered accountants employed by the institution. The Govt Audit, however, is clear up to 2016 and was clean. Some Govt auditors have finally been appointed by the Govt after five years and the process is going on in full swing.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

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

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

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

Response:

Dikhowmukh College has been fortunate to receive generous grants from philanthropic members of the public, public representatives, as well as institutions and government/non-government agencies such as the ONGC, Numaligarh Refinery, NAAC, ICSSR, UGC etc and of course, the State Government. The grants have been utilised for construction of classrooms, office buildings, Departmental rooms, library cum reading hall, women's hostel etc, and also procuring of computers, furniture, electronic equipment, ICT tools, generator set etc.

But the high point of our resource mobilisation drive that stands out as something rare and unique is the consistent substantial financial contribution of the staff members of the college. The college takes pride in their Yeoman's service and willingness to share their hard earned money for the benefits of the college. The staff has a welfare fund among themselves, which they fall back on for their loans and mutual benefits. But the same fund they use to donate to the developmental and welfare activities of the college. It also comes to the rescue of economically backward students from time to time. The fund is managed and looked after by a selected committee comprising teaching and non teaching staff. The Fund is annually audited internally and the proceedings of all its meetings are neatly preserved. A whopping amount of Rupees 28 lacs has already been donated by the staff of the college to the college's various developmental, extension and student centric activities since its inception. The amount is to the tune of Rupees 10 lacs in the last five years.

Another high point of the college's revenue generation initiative is the remarkable contribution of its Alumni. The Alumni of the college have been contributing towards the development of the college, and during the assessment period they altogether contributed cash and kind to the tune of Rs. 7,00,000 (Rupees seven lakh) plus in the last five years. One alumnus has recently raised a fund to contribute towards academic prize to the best graduate of the college since 2019. As part of that, the best graduates of the college in the last three years have all been awarded a cash prize of Rs 10000/-(Rupees ten thousand) each. It assumes great significance in that the college is located in a rural remote flood prone agrarian area dogged by socio-economic backwardness.

The college has a historic tank called Moglow Pukhuri in the campus, and pisciculture has been started recently generating a revenue of around Rs 65000 last year.

The faculty members are encouraged to apply and receive grants from various funding agencies like the UGC and ICSSR, and three Minor Research Project grants (two during this assessment period) from the UGC have been received so far.

6.5 Internal Quality Assurance System

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

Response:

Dikhowmukh College, in tandem with the mission and vision of the college, tries to explore the multidimensional quality of the students, with continued focus on the quality of education being imparted. The IQAC of the college, established in the year 2006, has been instrumental with respect of maintenance and sustainability of quality in all spheres of education, like teaching-learning and co-curricular activities. For this, the IQAC has institutionalized a number of initiatives for quality assurance. Some of the major steps undertaken by the IQAC in this regard are:

1. The student mentoring system was introduced in 2019. Under this, a fixed number of students from across all departments of all semesters are put under one faculty member, who serves as their mentor. The mentor keeps tab of their academic and co-curricular activities and counsels them whenever necessary. In other words, the mentor guides them throughout their stay in the institution.
2. The teachers of the college are required to keep class diaries to record their daily academic activities in campus. The teachers are also encouraged to prepare lesson plans for smooth delivery of the syllabus.
3. Apart from bookish knowledge, the college believes that wholesome development of the mind and quality improvement of a student could be attained by exposing them to a variety of lectures/seminars/workshops. With this in mind, we have organised many such events for the students, including competitions for them. A few of the online events organised during the year of pandemic (2020-21) are mentioned below:
 1. A webinar on “New Education Policy: The Road Ahead” was organised by Dept. of Education in collaboration with IQAC on 10th August, 2020.
 2. 74th Independence Day was celebrated on 15th August through Google Meet and a speech competition was held among the students.
 3. A students’ Webinar was organised on 19th August on “Covi-19 and Education”.
 4. A students’ webinar on “Mind Skill Development” was organised by Department of English in collaboration with IQAC on 21st August, 2020.
 5. A day long Students’ Seminar was organized by Forum for English Studies, Dept of English in collaboration with IQAC on 24th March, 2021
 6. Online Speech Competition among HS and Degree Students were held on 3rd May 2021 and 5th May 2021 respectively.
 7. A State Level Book Review Competition was held on 10th May 2021 under the aegis of Dept of Political Science and IQAC.
 8. An online Motivational Cultural Programme among the students was held by IQAC of the college on 11th May 2021.
 9. A state level prize money essay competition was held by Dept of Political Science and IQAC on 10th June 2021.
1. An academic audit was done in college on March 20, 2021 to take stock of the academic activities

of the college, and the external Auditor Prof. Jogen Chandra Kalita from Gauhati University was happy with the overall academic environment of the college.

2. The college also participates in the AISHE regularly.

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

Response:

The Dikhowmukh College, keeping up with the spirit of the mission and vision of the college, has been relentlessly working towards quality teaching-learning environment in the campus. The IQAC has also contributed in this regard in institutionalizing the quality assurance strategies. Various actions such as reviewing the teaching-learning process and methodologies adopted through periodic staff meetings, appraisal of teachers and non-teaching staff through feedback mechanism, ensuring use of ICT in the classroom, transparent evaluation processes etc are religiously carried out in the college.

There is an effective and ever evolving students mentoring mechanism in the college, which is designed and modified from time to time with a constant focus on the needs and benefits of the student community. Though the mentoring system was formalised only from 2019, it was very much a part of our educational design since inception of the college. The cordial relationship between the teachers and the past students speak volume about the mentoring system present in our college since long, albeit informally.

The faculty members are required to keep record of their academic and other co-curricular activities of the college in a daily class diary, which are maintained by the respective HoDs, and occasionally cross-checked by the Vice Principal or the Principal. While assessing the performance of the teaching faculty of the college, the students' feedback is also taken into consideration, and if considered necessary, measures to improve their performance is discussed in one-on-one meeting with the Principal/Vice Principal.

The College conforms to the regulation of Dibrugarh University's ongoing evaluation rules and policies with an aim to make them more effective, flexible and productive for its students. The College closely follows the principle of continuous evaluation through the sessional examinations and offers additional opportunities for students to improve when required. Feedback mechanism is at work in the college and feedback from the students with regards to the teaching-learning and evaluation are analysed and forwarded to appropriate authorities for taking action whenever necessary. The IQAC and the college authority evaluate the performance of teaching and non-teaching staff, based on the feedback received from students and other stakeholders.

Parents-teachers meets are regularly organised by the departments, which give an opportunity to the guardians to take stock of the academic progress of the pupils and general academic and co-curricular environment of the college.

The college conducted an Academic Audit in March, 2021, and the external evaluator was happy with the

overall performance by the college in academic front.

In all these matters related to teaching-learning process and effective transaction of the curriculum, the IQAC has been playing an important role in the college.

6.5.3 Quality assurance initiatives of the institution include:

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

Response: C. 2 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college has a reputation of strictly adhering to a zero tolerance policy of gender disparity. All our policies and practices are gender neutral. True to its reputation, the college takes initiatives to uphold and fortify an eco system conducive to holistic development of all genders. The college sees to it that all its important bodies are aptly represented by women members. The college sees to it that its Students Union Body has an equitable share of women members and they are granted significant positions and decision making power. The college's Women Cell is authorised and empowered to hold and host any programmes they plan to promote gender equity. As such the college celebrated International Women's Day and other women empowering programmes under the behest of its Women Cell. The efficacy of the college's initiatives of promoting and upholding gender equity is evident in the fact that not a single complaint of gender disparity was registered in 2020-21. No complaint of any kind of sexual harassment has ever been registered since the inception of Grievance Redressal Cell and Anti Sexual Harassment Committee.

The only hostel the college has is a Girls Hostel named Kuranganayane, The hostel has all the standard facilities and is very safe and hygienic. In the Girls' hostel, sanitary napkin destruction machines have been installed for the safety and hygiene of the hostel borders. CCTV cameras are installed throughout the campus to ensure safety and security of the students. The college has a well equipped, spacious Girls' Common Room with recreational facilities. There are separate wash rooms and toilets for both girls students and female staff of the college.

The college has hosted and organised a good number of programmes to further the causes of gender equity and women empowerment in the last five years. While the Women Cell in the college has spearheaded the most of those programmes, all others have extended a supporting hand univocally. It is always seen to that the different bodies in the college including our Students Union always get adequate representation of all genders. We feel proud that our perspective and efforts have borne fruits as evident from the great performances of our girl students in off beat sporting events like weight lifting and martial arts.

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

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

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	View Document

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

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

Response:

The college has a functional waste management perspective which is proving effective to a great extent. We have well-structured bins at different strategic spots of the campus. These bins are for disposing off basically solid wastes. For Liquid wastes, we have functional waste disposal areas which operate through proper drainage mechanism.. The bins are regularly disposed of and cleaned and the areas for liquid waste disposal are also periodically cleaned . Sanitation workers are often hired for the second purpose whereas the bins are taken care of by the college's support staff. In addition to it, sanitation and cleanliness drives are often undertaken by the administration in collaboration with its NSS Unit and Students' Union. These drives are generally initiated and implemented before the start of new sessions and when some festival is celebrated. As for other types of wastes like biomedical wastes, hazardous chemicals and radioactive wastes, we do not have specific waste management strategy simply because such wastes are not generated in our rural single stream(Arts) college. The general practice of E-waste management is a two fold mechanism—first they are isolated in some separate lumber room and then disposed of through some e waste collectors, if possible.

Solid Waste Management:

- 1.Dustbins for collection of solid waste are placed at suitable sites in the campus.
- 2.Separate dustbins are provided in the campus for dry wastes and wet wastes.
- 3.The solid waste that is generated in the campus is made into two broad categories---biodegradable and non bio degradable wastes.
- 4.Wastes are collected and disposed of regularly .
5. Two pucca pits are for disposing of bio degradable wastes and prospective vermicompost generation in the college campus.
6. The non bio-degradable waste is placed into public garbage disposal area in the vicinity .

7.Two sanitary napkin incinerator machines have been installed in the campus (in the girls' common room and girls' hostel respectively) to dispose of such napkins.

Liquid Waste Management:

1.Liquid wastes from the places of generation like the canteen, toilets and hostel et are let out through proper drainage facility to avoid stagnation.

2.Drinking water facility is provided conveniently in the campus.

3.Wastage of drinking water is restricted through proper monitoring.

4.The college, an Arts Stream one, also does not produce any hazardous wastes.

E -waste management:

The major e- waste generated in the institute is constituted of miscellaneous stuffs such as broken bulbs and other expired electrical equipment ,PCBs, discarded computer peripherals like UPS, discarded input devices like mouse, keyboards, wires and cables , disposables batteries,etc. They are first collected from every department and office and delivered for safe disposal in a separate room. Those which is affordably repairable are often repaired to save money

The rest of the discarded e –waste is exchanged with waste collectors for recycling .

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

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

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

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

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Any other relevant information	View Document

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

Response:

Located in a remote and rural area inhabited by heterogeneous masses, quite naturally our student community comes from the same heterogeneous background. We have students from different linguistic, religious, ethnic and economic backgrounds. Ours is an area traditionally inhabited by Mishings and Deuris communities, a well known tribal community in Assam. Many of our students belong to that ethnic community with their own language and culture. One of the healthy practices we boast of is to ensure and maintain an unfazed and solid spirit of harmony, peace, brotherhood, mutual cooperation and respect. Although our college is situated in a geo political area marred by a gory history of insurgency and political unrest, our college remains impregnable to such fissiparous forces thanks to our policies of zero tolerance to all that. We have diligently put in place an internal mechanism which is conducive to communal harmony, mutual respect and brotherhood, peace and cooperation. The college does not allow any active political activity in its ambit. In its cultural and other programmes including its different extension activities, its spirit of inclusivity, constitutional secularism, ethnic and cultural harmony is solidly upheld.

Sensitizing students to the social, cultural, geographical, ethnic, and linguistic diversity of the state and the country has always been a top priority for our college. To help them become more aware of cultural, regional, linguistic, communal, and socioeconomic diversity, the college always encourages students to organize and take part in various programs sponsored by colleges, intercolleges, universities, and other government or nongovernment organizations. The college has made a number of steps to create a welcoming environment that promotes tolerance and harmony for differences in cultural, regional, linguistic, communal, socioeconomic, and other aspects. In order to create a welcoming environment on campus, the college offers a number of programs. Among these are the majority of notable national and international holidays that are pertinent.

Any cultural events that the college sponsors and puts on always provide a platform for performers from all the groups and cultures to which our students are loyal. Every year, a cultural rally showcasing Cultural Diversity in the College Annual Week Cultural Procession is held, where the cultural, regional, linguistic, communal, and socioeconomic diversity of India in general, and that of North-East India in particular, are depicted in a very colourful manner in an effort to raise students' awareness of these differences. The diverse cultural programs the college sponsors, where the rich cultural diversity of the state and the world are painstakingly displayed, represent this inclusive atmosphere of cultural, linguistic, religious, and gender neutrality. Field studies on the socio-economic-political conditions of marginal sections have been conducted by the departments time and again.

File Description	Document
Any other relevant information.	View Document

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

Response:

The Dikhowmukh College is committed to upholding a wholesome environment where its various stakeholders can appreciate, figure out and get an impetus to mould themselves for a more productive understanding of constitutional obligations, values, rights, duties and responsibilities. It organises and hosts a number of programmes with a view to spreading awareness and practically inculcating such a spirit in its stakeholders. In the last five years also, the college did not lag behind on this front and hosted quite a number of programmes, events with an intent to foster that spirit. At times, distinguished speakers and scholars are invited to enlighten our stakeholders on these issues. Some of the various initiatives the college takes in this regard are as follows:

Celebration of Foundation Day on 26th July: The nourishment and upliftment of spirit of social responsibility and social welfare is a primary motto of the college. The institution sensitizes the college fraternity regarding the values and social responsibility that went into the making of Dikhowmukh College. The college is offspring of the sacrificial and collective endeavour of many a visionary people and local populace. The various courses of Political Science, Sociology, History, Education and literature subjects have contents and texts that profusely enlighten the students on constitutional, rights, human rights, values, duties and responsibilities. Many of those courses also teach the students on constitutional values of justice, equality, liberty and fraternity. The college celebrates many days and events that may inculcate a spirit of human rights, constitutional values, fraternity, national integrity and human compassion.

The college fraternity always prioritizes human and moral values. Special talks are organized on value education to sensitize the students about the core issues of human and moral ethics. To sensitize the students about fundamental and human rights the college organizes various programmes on human rights education. Right to Information Act (RTI) is actually operative in the college where the Public Information Officer of the college provides information to the concerned individuals. Celebration of festivals like Aye Aye Ligang inculcate the values of unity, diversity and heterogeneity. The College also celebrates the Republic Day, Independence Day, and Gandhi Jayanti every year with a focus on certain college centric perspectives. On those auspicious occasions, various programmes are organized which highlight the importance of India's remarkable journey as a democracy. The college has initiated various activities to help our young women to be responsible citizens. Some of the activities which sensitize students towards constitutional responsibility are as follows.

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

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

Response: D. 1 of the above

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

Response:

Dikhowmukh College celebrates and organizes various national and international days and events that it deems fit for celebration regularly. In addition to those occasions, the college celebrates and observes certain gala days peculiar to its history and traditions.

1. Foundation Day: The college celebrates its Foundation Day on 26th July 2.
2. Bishnu Rabha Divas: The Students Union, often in collaboration with the IQAC or other cells of the college, celebrates Bishnu Rabha Divas on June 20.
3. World Environment Day: Every year the College celebrates the World Environment Day on 5th June.
4. Human Rights Day: Human Rights Day is celebrated on December 10.
5. Independence Day: The College celebrates Independence Day with much fanfare.
6. International Yoga Divas: On June 21, International Yoga Divas is celebrated in the college campus by organizing workshops, motivational speech, yoga demonstration training sessions.
7. International Women's Day: On March 8, International Women's Day is celebrated by the Women Cell of the college by organizing awareness camps, popular lectures, outreach programmes etc.
8. National Science Day: From the year 2019 onwards, National Voters' Day: National Voters' Day is celebrated on January 25 every year.
9. Republic Day: The College celebrates Republic Day every year. On this auspicious occasion various programmes are often organized.
10. Silpi Divas: The Students' Union, often in collaboration with the IQAC or other cells of the college celebrated the Silpi Divas to commemorate the birth day of Rupkonwar Jyoti Prasad Agarwala on January 17.
11. Teachers' Day: On 5th September every year, Teachers' Day is celebrated in the college. This programme is organized by the Student Union where the teachers are felicitated by the students along with other programmes of academic and intellectual enlightenment.
12. Gandhi Jayanti: Gandhi Jayanti is celebrated on 2nd October every year. As part of the celebration, popular tak shows, lectures, quiz competitions and film screening are often held.
13. Anti Tobacco Day : Anti-Tobacco day is observed on 31st May to spread awareness about the hazards of tobacco consumption. It is often hosted by NSS Unit in collaboration with IQAC
14. Ali Ai Ligang: This festival of indigenous Mishng Community is generally celebrated on the first Friday in the month of February. Ali Ai Ligang is, however, celebrated in our college amidst pomp and gaiety on some convenient day in February. Our college where a sizeable section of students are from Mishng community in this tribal dominated area, the Students' Union and the college host this festival as a mark of fraternity and unity.
15. NSS Day: The NSS unit of the college observes NSS Day on 24th September.
16. National Voters' Day: Since 2019, we have been observing National Voters Day on 25th January under the aegis of IQAC and Systematic Voters' Education and Electoral Participation (SVEEP), Sivasagar District.
17. Road Safety Week: The NSS unit and the Students' Union jointly observe Road Safety Week in January. A number of awareness programmes, talk shows, road demonstration are held during the period.

File Description	Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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.Student is the King

2. Objectives of the Practice

1.To ensure an optimal and seamless teaching learning evaluation boosting eco system that thrives on and performs consistently in the college established to cater to the higher educational needs of a remote rural society economically backward , flood affected, tribal dominated society .

2. To ensure that the focus on all the vital affairs of the Dikhowmukh College is solely and solely guided and propelled by the welfare of the students on all fronts.

3.To equally encourage , recognise and integrate both formal and informal efforts and means of the stakeholders, specially teachers and office staff, that they undertake for the welfare of the student community and their upliftment in academic, vocational, ethical, social, spiritual spheres .

4.To create a strong base for holistic development of young students.

5.To effectively go beyond conventional classroom instruction and instil life skills that may aid them in achieving self-sufficiency.

6.To inform the student population of their rights and obligations.

7.To cooperate for the improvement of everyone's educational, moral, social, and spiritual standing through higher education that is based on values of social responsibility and human compassion.

8.To develop a community that is psychologically healthy, industrious, and educated.

9.To help students liberating themselves from all kinds of physical and psychological restrictions.

10.To promote learning through community participation in order to give students from various socioeconomic backgrounds more opportunities for socialisation and social commitments.

11. To promote gender equity through practice-based activity ,learning and curriculum with added value.

12.To develop among the students the ideals and strategies for encouraging environmental sensitivity for a sustainable future.

The Context

There is definitely not a single institution of higher education anywhere where the student does not occupy the centre stage. But what makes our ‘ Student is the King’ approach stand out is perhaps the deep-rooted intrinsic value that it epitomises. We go not just an extra mile to help, guide , benefit our students in their pursuit of higher education, but often go beyond all conceivable limits to guide , aid and help them do well virtually on all fronts . The internal work culture and the mindset that both teaching and non teaching staffs imbibe in Dikhowmukh College motivate them and boost their morale to work tirelessly for the student community. Many a time they do so informally without bothering about any kind of recognition and documentation. The founder Principal and the Chief Academic Advisor of the college Haren Bhuyan, an octogenarian and a cancer survivor and sort of a living legend in this part of the state still comes to college , guides and motivates the students and the staff, and even takes some extra classes out of the scheduled routine . And he does that absolutely in a philanthropic way. His is the spirit that is still pervasive in the Dikhowmukh College. Our best practice of ‘Student is the King’ assumes profound significance in a college like ours for a number of reasons. In this institution of higher education majority of the students hail from economically backward families (most of them BPL category). The area which houses our college is a perennially flood-prone area and a sizeable section of our students are from tribal communities(primarily Mishing Community). The area is still marred by poor public and digital infrastructures . The college, which has sprung from and tided over the gory history of political unrest and insurgency that plagued the area till the recent past, is the only institution of higher education catering to the heterogeneous population of the entire Dikhowmukh . Thus developing and sustaining a productive and highly efficient Teaching-Learning and Evaluation mechanism in our college has always been one of our best practices. Given the extremely poor economic background of our prospective students and the geographical remoteness of the area ,most of our prospective students would not be in a position to avail and afford higher education if the Dikhowmukh College were not there. As such, our college’s think tank plans, contrives and focuses solely and wholeheartedly to ensure a healthy and fruitful academic and holistic experience for its students.

Practice:

1. Everything that we do as a college is so intended, designed and streamlined as to be effective and productive in our above mission of delivering optimal benefits to our students, the offspring of an economically and otherwise challenging and underprivileged milieu.
2. We offer one of the most competitive and cost effective fee structures in the state without compromising on quality education and healthy practices pertaining to contemporary higher education. It is definitely the lowest in the district.
3. While we always encourage and persuade the students for admission to our college, we see to it that no student turns away due to financial crunches. The admission fee is either waved under certain special circumstances or borne by the college through some teaching faculty’s informal contribution or Staff Welfare Fund initiative. The same applies to examination fees.
4. While the Academic Calender of the affiliating university is always given due respect and the formal daily class routine prepared accordingly, both are always tweaked and modified as and when the interests of the students call for that . During cultivation and harvesting seasons and again during floods, such tweaks enable us to help and motivate our students who are mostly from such backgrounds.

5. Teachers always strive to faithfully adhere to the Academic Calender and class routine . But at the same time, many of the teachers often take extra classes in hours beyond the routine hours. Although such classes can hardly be documented , the college encourages its faculties to carry on with their mission in concordance with the aforesaid mission and objective of the college. The IQAC and the authorities , however, take cognizance of such well-meaning, student-centric initiatives as far as practicable and integrate them into the college's overall assessment mechanism of teaching learning and evaluation matrix.
6. Just as students are offered enough room for extra classes out of routine hours for their convenience, they are also granted enough flexibility to appear in their sessional exams depending on their situations, A student who fails to turn up for sessional exam is given two more chances to take the exam on production of valid reason.
7. The IQAC-initiated and -supported Student Mentoring Program has been developed by the college. The cell appoints each teacher to serve as a student mentor. Each teacher is assigned a specific number of newly admitted students at the beginning of the new academic year. This also operates on both formal and informal ways with focus on its outcome.
8. The College has adequate provision to support meritorious students who hail from the economically weaker sections of the society. Apart of various Govt sponsored scholarships, the college aids poor students financially mostly through teachers individual and collective donations. Staff Welfare Fund comes in handy in this respect.
9. The best students are felicitated and even awarded cash prizes thanks to the contributions of an alumni.
10. During an academic session, the college regularly schedules Counselling programmes to cater to the needs of every individual learner with regard to his career prospects and mental health. Interactive sessions with professionals are arranged to help the young learners appropriately. Quite a few of the teachers do that as an integral part of their teaching process.
11. Similarly student centric programmes/ workshops on soft skills and life skills are often organised in the college.
12. Students get a lot of opportunities to plan, take part and implement many extension activities of the college through the Student Union and NSS and even departmentally. These activities including flood relief drive, environmental awareness initiatives, gender awareness programmes are intended to help the local communities and help the college cement a mutually fruitful bond with them and at the same time inculcate a sense of social responsibility and social commitment among the students.
13. Students are given a plenty of opportunities to hone their skills in different games and sports. Girls are offered equal opportunities and motivations to be part of such endeavours to foster and fortify the spirit of gender equity in the college.
14. Options of doing skill based short term courses are also made available to the students mostly free of cost or at pretty nominal rate.
15. To build up an environment of digital and online mode of teaching learning and evaluation and motivate and train the students to avail themselves of its advantages and be viable in today's peer environment amidst many constraints.
16. The college leaves no stone unturned to ensure that its students get a truly morale boosting and robust ambience and a productive and motivating experience in terms of wholesome academic and physical infrastructure.

Evidence of Success:

1. Consistently good academic results despite many deterrents and formidable challenges . Better than that of most of the conveniently located and well equipped colleges under Dibrugarh University.
2. Far from the tainted and terrible days of political unrest and insurgency, a spirit of social responsibility, fraternity , unity, human compassion and environmental awareness is successfully fostered in the students as evident from their spirited participation in community welfare activities , fellow feeling , personal integrity and their highly constructive social stints after college life.
3. The college's uniquely flexible mentorship programme and other pertinent healthy practices related to this best practice have contributed to the emergence of versatile persons with a strong sense of self, social consciousness, and healthy mind.
4. A good number of students progressed to higher studies and enrolled themselves in reputed institutions .
5. Success in self-employability is another plus that is conspicuous. Although there are quite a few of our students carving a niche for themselves in the Govt jobs and several others doing well as big time entrepreneurs, the number of our students making it big on the career front is not really a phenomenal one. But it is a matter of great contentment for us that most of our alumni attain self sufficiency as small time entrepreneur or small time traders . We feel elated to discover our alumni comprising mostly these folks have contributed substantially to their Alma mater's developmental and extension initiatives.
6. Several significant success stories in extra-curricular activities despite poor and underprivileged backgrounds thanks to the college's best practice.
7. Our stress on building self-confidence and assertion of self-identity motivate our girls students to do well in extracurricular activities and sports.
8. Progress of slow and disadvantaged learner.
9. Undying spirit of motivation of our staff to carry on with their missionary zeal to serve their students often without bothering about official recognition and rewards in today's milieu of exorbitant self promotion and craze for recognition remains in tact.
10. In the Covid 19 pandemic hit periods also, when we had to stumble upon the stagnating and challenging crisis, we could successfully face the challenge and opted for online mode of teaching-learning, and blended mode of it wherever possible. The teaching community of our college guided and helped our students in every possible way, despite a lot of constraints in making online mode functional and effective (such as lack of internet connectivity most of the time) in this remote rural area, like distributing class notes through WhatsApp and delivering lectures by audio recording. All that is possible because of this well nurtured best practice and the collective psyche and preparedness that the college family has always been diligently sticking to.

Problems encountered and resource required:

1. Economic backwardness , incessant floods , infrastructural lacunae, and geographical remoteness continue to pose a formidable challenge to our enrolment, drop out rates and over all functioning .
2. We are pegged by an awful lack of faculties and office stuff.
3. Not very successful in attracting students from affluent families
4. Fund crunch hampers many of our initiatives.
5. A distinct tendency to rush to colleges at urban centres sometimes dampens our spirit .

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Located in a remote rural , socio-economically backward , perennially flood affected area with a gory history of political turbulence and insurgence, our college has been successfully disseminating the light of quality higher education amidst many constraints. We have an inbuilt mechanism to constantly boost an eco system which is best suited to help us perform our prime task as best as possible. All our endeavour, officially or unofficially , is directed to ensure it. All other programmes and efforts to bolster the hopes and aspirations of our students and people around it are finely integrated with it .As most of our students are from families marred by acute economic backwardness in this flood effected, politically unrest tribal belt, they naturally can not have adequate exposures in sports and cultural fields in spite of having potential. Our college is bent on providing both infrastructure and inspiration to its student on these fronts. While the focus is on disseminating quality higher education to its needy students, the college efficiently blends its extracurricular and cocurricular initiatives with it leading to productive results. The college's extension activities are also planned, designed and executed with an eye on the area specific needs. Thus Village Knowledge Centre(VKC), which is a joint venture of the College , Assam Agricultural University, MS Swaminathan Research Foundation and Govt of Norway is an outcome of such a highly productive, area specific mindset. We take pride in the fact that VKC is proving a boon for the local community consistently.

Despite the continued pandemic induced impasse, in 2020-21, as the college retains its remarkable academic distinction in its academic results, quite a few of its students do very well in other spheres like extracurricular activities and sporting events. What is more inspiring is quite a few of them are girl students proving the college's gender neutral policy initiatives. True to its reputation of being a highly eco friendly campus with a stringent policy of zero tolerance to smoking and tobacco and a unique hub of scenic beauty, our college not only continues to live up to its reputation but adds to its reputation by making its campus and over all ambience still greener through robust plantation drives and bio diversity conservation initiatives. The Turtle Conservation Project in the historic Moglow Tank is thriving well thanks to relentless consolidation drives of our college fraternity and stands out as one of its kind in the entire state. The historic tank , which also is a hub of pisciculture, also got the college a substantial revenue in recent times. We have joined hands with a couple of well known Nature NGOs like Barhamthuri and Aranyak to boost and sensitive our green initiatives. True to our Vision and Mission, our determined and strategic focus on the said aspects of our principles, policies and functioning has culminated in a remarkable productive and inspiring outcome across most of the parameters consistently. Our endeavour gets amply reflected in our consistently good academic performances, the good will and cooperation of our stakeholders and local communities, the placement and attainment of self sufficiency of our products,

commitment and contributions of our alumni, our highly successful extension activities , our eco friendly campus, zero complaints of gender related issues and highly functional physical and academic infrastructures. All that assumes great significance and boosts our morale to strive for further improvement in that we operate in a remote, rural ,socio- economically backward, flood-prone area with a gory history of political unrest and insurgency.

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5. CONCLUSION

Additional Information :

1. The historic 'Moglow' tank in the heart of the college resurrects the glorious saga of the Manipuri Princess Kuranganayani who became a queen of the Ahom king Swargadeo Rajeswar Singha, is converted to Turtle conservation project. This is one-of-a-kind project given the fact that such practice of turtle conservation is unique in an educational institution in this part of the country.
2. The placement record of Dikhowmukh College is not a phenomenal one in terms of government services, but we feel proud of our alumni, comprising mostly small-time entrepreneurs, who have contributed to the tune of Rs 700,000 (Rupees seven lakhs) towards the development of the college in the last five years.
3. Apart from that, the staff of the college has contributed towards the developmental, extension and student aiding activities of the college over the years through a well-managed Staff Welfare Fund. For example, the staff have contributed more than Rs 28,00,000 (Rupees Twenty-Eight Lakh) for these purposes since 2004, and more than Rs 10,00,000 (Rupees Ten lakhs) in the last five years. These welfare activities assume great significance, especially in this flood-affected, economically backward area where the college is situated.
4. There is a Village Knowledge Centre in the college, which is run by M.S. Swaminathan Foundation, and is supported by Norwegian Institute of Bioeconomic Research (Government of Norway), Assam Agriculture University, Odisha University of Agriculture & Technology, International Water Management Institute etc. The VKC has been providing knowledge and expertise to the local people in areas such as agriculture, animal husbandry, health, career etc. through subject experts and various workshops. The VKC also distributes seeds and agricultural equipment to the local farming community free of cost.
5. The devastating impact of perennial floods, extreme socio-economic backwardness and infrastructural lacuna, especially in the form of poor digital connectivity continue to pose a formidable challenge to the enrolment rates and overall functioning of the college despite out optimal approach to tide them over.

Concluding Remarks :

The Dikhowmukh College has a strong institutional commitment to the achievement of excellence in all spheres of education, be it academic or co-curricular. Being faithful and responsible to the cause of education, the Dikhowmukh College endeavours to provide quality higher education to a cross-section of student community of the greater Dikhowmukh area with a missionary zeal. Despite challenges and deterrents like rampant socio-economic backwardness, perennial floods, geographical remoteness, lack of quality public infrastructures, unstable and poor internet connectivity etc, the teachers go an extra mile to ensure a smooth and robust teaching-learning eco-system in the campus. Once they join the college, the teachers invariably imbibe the institution's intrinsic culture of facilitating the academic needs of the students alongside meaningful social responsibility through various programmes for welfare and extension activities in the neighbourhood.

In all efforts and events of the college, the students always take the centre stage, true to the intrinsic values of the college as stated in the vision statement. It may be noted here that the greater Dikhowmukh area was once marred by a gory history of political unrest and insurgency, but thanks to the social commitment and selfless

service of the college staff that, with increasing number of enrolment of students in Dikhowmukh College over the years, the insurgency has substantially been reduced in the entire Dikhowmukh area and the unsavoury situation has limped back to normalcy. It would not be an overstatement to say that most of the students of the area would not be in a position to afford and avail higher education if the Dikhowmukh College were not there. The breathtakingly beautiful eco-friendly sprawling campus of Dikhowmukh College with the beautiful historic tank in the middle and its serene surrounding with rich land resources and bio diversity offers an ideal academic atmosphere.

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