

Academic and Administrative Audit Report



North Gauhati College
North Guwahati

1. Members:

a. External: Prof Nandana Dutta, Prof Eeshankur Saikia, Gauhati University

b. Internal: Dr Prabhat Sarma, Principal in charge, North Gauhati College.

2. Profile of the College:

2.a Introduction: North Gauhati College, the only higher educational institution of greater North Guwahati area, situated on the northern bank of the river Brahmaputra, has completed sixty years of its existence. It was the brainchild of a group of young, educated and highly motivated youths, who in the nineteen-sixties dreamt of bringing higher education to this relatively educationally backward area having a sizeable SC and ST population, and eventually established the college near the Bodo villages of Katabazar and Rahdhala. This strongly motivated group of people started the institution with a vision of transforming their brain child, North Gauhati college, into one of the leading institutions of higher learning, to meet the need of first generation learners of the underprivileged sections of the society, and this spirit of commitment for achieving the goals of excellence continues.

2.b Present status: North Gauhati college is affiliated to Gauhati University and is a co-educational institution. The College was recognized by the UGC under sections 2(f) and 12(B) in the year 1969. At present, it is a provincialised undergraduate college.

3. Methodology of the Audit:

A questionnaire in tune with the current NAAC assessment accreditation framework has been prepared as shown in the Annexure-1. The metrics are considered for those areas where academic departments need to be involved. Weights for each metric are fixed as per their importance for enhancing the quality of the College. A score in the scale of 0-4 is provided based on validation by the audit committee members on the claim made by the departments of the College. CGPA for every department has been evaluated using the following formula—

$$CGPA = \frac{\sum \text{metrics Score in the individual metric} \times \text{Weights of the metric}}{\text{Total Weights (500)}}$$


The CGPA for individual departments are shown in the Table-I.

Table-1

Sl No	Name of the Department	CGPA
1	Assamese	2.7
2.	Anthropology	3
3.	Botany	3
4.	Chemistry	2.7
5.	English	3
6.	Economics	3.01
7.	Education	3.01
8.	Geography	3.01
9.	History	2.9
10.	Mathematics	3.04
11.	Physics	3.03
12.	Political Science	3.02
13.	Zoology	3
Cumulative Average		2.96


(PROF NANDANA DUTTA)

DIRECTOR
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(PROF EESHANKUR SAIKIA)

EESHANKUR SAIKIA
Professor
Department of Applied Sciences
Gauhati University, Ghy-14, Assam

4. Observations:

S. No.	Criteria	Observations of AAA Team Members
1	Curricular Aspects	<p>Observations: Total number of programs offered by the College is 34 (Degree) +28 (certificate)</p> <ul style="list-style-type: none"> ● Value added course: 28 certificate courses are incorporated where 700+ students are enrolled ● Majority of the courses include experiential learning through field trips/project works.
2	Teaching Learning and Evaluation	<ul style="list-style-type: none"> ● Continuous formative & summative assessment processes are being implemented in every course. ● Student centred methods such as peer-teaching, project based learning, field visits, rural camps, and surveys are effectively used for students' 360° learning. ● Internal assessments are made through evaluation processes as defined in the academic calendar ● Advanced learners, assessed using various evaluation methods, are encouraged to get engaged in training/internship, while remedial measures are taken for the slow learners. ● Interactive communication tools (ICT), such as smart boards, LCD projectors, computer labs, online teaching tools such as Google Meet, Zoom are efficiently used for teaching-learning. ● Feedback: most of the Departments are taking feedback from students for further improvement in teaching-learning methodology.
3	Research Innovation and Extension Activities	<ul style="list-style-type: none"> □ Current growth in the no. of extension activities needs to be sustained. □ The slump evident in the area of research publication should be addressed through some institutional incentivization. □ Institutional policy on establishing a revenue earning model through consultation is expected to motivate the teachers. □ Research collaborations with nearby institutions such as IITG, IASST, GU need to be encouraged. □ Innovation and Business Incubation Centers through existing nearby PSUs such as OIL India, SAIL, or institutions such as Biotech Park may fetch good dividends.

4	Infrastructure and Learning Resources	<ul style="list-style-type: none"> ● The old structure needs immediate intervention so as to ensure safety and a conducive academic environment. ● In order to implement NEP'20 in its true spirit, additional infrastructure needs to be developed as soon as possible. ● More ICT enabled tools and platforms, many of them available under FOSS, would surely enhance the learning experience of the students. ● Though a hostel is available for girls, there needs to be one for the boys too. ● Adequate infrastructure as well as equipment to conduct the Vocational/Professional/Value added/Skill Courses is a must while implementing NEP'20, and it is expected that the Management will pay special attention to this aspect.
5	Student Support and Progression	<ul style="list-style-type: none"> ● Student Grievance Cell deals with all the problems of students. ● Career Counselling Cell guides the students to choose careers according to their ability and interest. ● Anti Ragging Cell protects students from any type of ragging and harassment. ● Competitive exam coaching for PG entrance tests, and now while implementing NEP '20, that for NET/SLET, may be envisaged. ● Alumni Association of college, registered under the Society Registration Act, has been instrumental in mobilizing resources and providing necessary handholding to the students, and this should continue to be actively pursued..
6	Governance, Leadership, and Management	<ul style="list-style-type: none"> ● Management seems to be proactive in infrastructural development. However, the maintenance of the classrooms, computer lab, and revenue earning resources such as the pond, vocational center, playground and the campus in general with provision for rain-water harvesting, drainage etc. may be improved. ● Though the Departments are maintaining records in hardcopies, digitization through proper implementation of the ERP modules with adequate SoP may be taken up by the Management. ● As it is evident from the records, ICC and other committees are trying to address various issues of the students. However, a fool-proof and effective Grievance Redressal Mechanism for the employees too should be incorporated in the administrative system in order to ensure optimum use of the resources in the growth of the institution. ● Though the Departments are conducting regular activities as suggested by the college authority, an Institutional Development Plan in line with NEP '20 deliverables and mandates may help more effective governance. ● As observed, 37 MoUs have been signed with external agencies, which is indeed laudable. It is highly desirable that a common point of convergence of all such collaborations, focusing on students employability and teacher's research output, is achieved by the Management.

7	Institutional Values and Best Practices	<p>The following "Best Practices" are claimed to be hallmarks of the College--</p> <p>BEST PRACTICE-1</p> <p>Title of the Practice:</p> <p>"MITIGATING CARBON FOOTPRINT: IMPLEMENTING MIYAWAKI FOREST PLANTATION FOR CO₂ REDUCTION IN COLLEGE CAMPUS ECOSYSTEM"</p> <p>BEST PRACTICE-2</p> <p>Title of the practice:</p> <p>"EMPOWERING COMMUNITIES THROUGH ADOPTED VILLAGE INITIATIVES"</p> <p>Observation:</p> <p>While initiation of the Best Practice -1 being followed for last two years is evident in the campus, other supportive measures such as waste disposal mechanism and practices, natural-energy friendly building architecture (including that of the auditorium), maintenance of the natural water-bodies and trees, and extension of the experiment to the surrounding areas would have established the claim on a more solid footing.</p> <p>Testimonials from the beneficiaries and adequate supporting data for these activities would have sustained the claim for Best Practice-2.</p>
8	SWOC	<p>Strength:</p> <ul style="list-style-type: none"> ○ College is located in the heart of North Guwahati and is only 2 km away from IIT, Guwahati ○ The college has a team of young and experienced faculty members to lead the institution towards achieving higher academic excellence. ○ The local community along with different local institutions and agencies have good relations with the College, and the onus is on the College authorities and the Management to utilize this vital resource for growth in student enrollment and overall throughput as well as impact. ○ The college has started to take initiative to digitalize the functioning of the College which needs to be sustained. ○ Skill and Vocational education with forward linkages at affordable cost are initiated and it needs proper hand holding. ○ Hostel facility for girl students within the campus is an asset. ○ The college has an active, registered Alumni Association, which needs to be made more impactful now.

- College has a playground for outdoor games and a pond, acting as a source for revenue earning as well as for imparting skill in relevant skill courses.

Weakness:

- Majority of the students are from underprivileged and economically or socially disadvantaged section
- Inadequate industry participation.
- Limited infrastructure for research facilities.
- Heavily dependent on Government funding.
- Non availability of boys' hostel.

Opportunities:

- The college can enhance the impact of the skill-development courses.
- The college can generate resources through the alumni association and community engagement.
- The college can establish more industry-academia linkages so as to create competencies that would increase the employability of students and enhance research activities, which is feasible due to the existing industries nearby.
- The college can collaborate with the IITG, IASST, Guwahati Biotech Park, and other institutions to establish a Centre for Excellence to augment multidisciplinary teaching and research.
- It can initiate involvement of PSUs for Incubation and Start-up ecosystem.
- It can generate revenue through Consultancy, Start-ups through a robust industry-academia partnership.
- Being the only college in the region with a large number of feeder schools, it is placed in an advantageous position to attract students through efficient implementation of NEP '20.

Challenges:


- Renovation and up gradation of the present ageing physical infrastructures
- Digitalization and complete automation to transform the institution into a smart campus.
- Implementation of NEP'20 effectively and meaningfully in pedagogy.
- Attracting talents both in teaching positions and in student intake.

Recommendation of AAA Team Members:

S. No.	Recommendations
1.	Regular student-feedback-based customization in the teaching-learning process and learner centric other effective/innovative tools/methods, such as engagement of advanced learners in the tutorial/remedial classes after the regular classes, may be incorporated in the Class Time Table/Routine, as part of the ongoing peer-teaching process. There should be designated class rooms and engagement of at least one faculty member per day as the supervisor in peer teaching. This practice, it is believed, will ensure more conducive environment for Outcome Based Education (OBE), which is expected to enhance enrollment ratio, if supported by other timely policy interventions.
2.	Policy intervention in the form of incentives for more robust research throughput, both in quality and quantity, should be explored by the College authority.
3.	Effective industry-academia collaborations so that training/internship may be facilitated apart from necessary handholding in skill course delivery.
4.	College authority may ensure that the BVoc Center fulfils its mandate. Parties associated with the College through the MoUs may be attached with this Center to enhance its efficacy. This will help extract more benefits from the MoUs signed. Standalone certificate programmes on areas such as DTP, GST and Tally, Tourism etc. and self-financed programmes on Data Science, Development Economics, etc. may be incorporated.
5.	Reports on regular feedback, analysis, timely intervention, and action taken should be maintained in the College webpage.
6.	Provisions such as Skill Academies to act as a bridge between the academic activities of the student and the industry as a potential employer, available with agencies such as Assam Skill Development Mission (ASDM), National Skill Development Corporation (NSDC) etc., may be explored by the College authority to enhance employability, and thus Training and Placement, of the students.
7.	SWAYAM-NPTEL Local Chapter may be utilized not only for enabling the students to opt for credit and audit courses and teachers to go for UGC recognized courses in lieu of the Refresher Course / Orientation Programme / FIP etc., but also provide an opportunity to the faculty members to create MOOC courses.
8.	Need-based library purchase, Dityaang friendly toilets and other amenities, cataloguing, incorporation of digital platforms, access to meaningful e-books and e-journals and other good practices such as installation of a "Suggestion Box", competitions to encourage library-usage etc. may be envisaged.
9.	Include in the "Best Practices", and not "Common Practices", practices such as replacing plastic bottles by permanent glass bottles for water, provision for safe drinking water and CCTV cameras in common areas, "suggestion box" with SoP installed in front of each Department, proper drainage around the campus, display of "Vision", "Mission" and other "Dos/Don'ts", engagement of alumni in providing handholding as well as mentoring to the students, incorporation of a mandatory survey/interaction with local population in Field Trips to make the excursions more meaningful and make the students take up a problem statement to work on, and make the experiential learning more satisfactory.

Principal, North Gauhati College

Expert 1:


(Manoj Kumar Dutta)

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Expert 2:


(Eeshankur Saikia)

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Professor
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Metric No	Description	Response	Weightage										
	Total No. of Seats (Major)/Hons/Others ¹	750											
	Total No. of Students at present	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>1806</td><td>1563</td><td>1583</td><td>1369</td><td>1220</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	1806	1563	1583	1369	1220	
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
1806	1563	1583	1369	1220									
	No. of sanctioned faculty positions	48											
	No. of filled up faculty against sanctioned posts	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>41</td><td>41</td><td>46</td><td>46</td><td>45</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	41	41	46	46	45	
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
41	41	46	46	45									
	No. of other faculty	04											
1.1.1.	The Institution ensures effective curriculum delivery through a well-planned and documented process: (Response-Yes/ No) a. Lesson plan is maintained by the teachers b. Course progress record is maintained by the teachers c. Course completed in stipulated time d. Feedback on teachers collected from the students e. Internal examination results are analysed and necessary action taken	Yes	10										

¹¹ Subject specific

1.1.2.	The institution adheres to the academic calendar including for the conduct of CIE (Response-Yes/ No) a. Academic calendar is maintained for teaching b. Academic calendar is maintained for CIE	Yes	5										
1.2.2	Number of Add on /Certificate programs offered during :	28	10										
1.2.3	No. of students enrolled in Certificate/ Add-on programs last year	700	10										
1.3.1.	Following issues are integrated to curriculum: (Response-Yes/ No) a. Professional Ethics b. Soft skills c. Computer literacy d. Environment and Sustainability e. Corporate governance f. Project work g. Entrepreneurship	Yes	10										
1.3.2	No. of courses that include experiential learning through project work/field work/internship	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>10</td><td>10</td><td>08</td><td>15</td><td>15</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	10	10	08	15	15	10
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
10	10	08	15	15									
1.3.3	No. of students undertaking project work/field work/Internships	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>266</td><td>153</td><td>128</td><td>262</td><td>279</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	266	153	128	262	279	10
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
266	153	128	262	279									

2.2.1	Department assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners	The different Departments of the college adopt comprehensive approaches towards assessing the learning levels of students. This is to evaluate and ensure students performance and effectiveness in their present curriculum. The assessment process, apart from evaluating the test and examination scores, also takes into account students' participation and responsiveness in class. Additionally, assignments are given to gauge the depth of their understanding of the subjects taught. Based on the assessment of their performance in these various attributes, students are categorized into advanced and slow learners. Proactive measures are taken by the department to support the slow learners. Tutorial and remedial classes are organized specifically to facilitate learning with additional support and at own pace. Advanced learners on the other hand are encouraged to explore topics beyond the regular syllabus. Peer-teaching method is used to foster mutual learning, sharing and communication among students. Furthermore, advanced learners are encouraged to get engaged in internships and attend training programmes wherever possible to complement their academic learning.	30 QLM (100 words)										
2.2.2	Student- Full time teacher ratio	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>44:1</td><td>38:1</td><td>34:1</td><td>30:1</td><td>27:1</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	44:1	38:1	34:1	30:1	27:1	20
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
44:1	38:1	34:1	30:1	27:1									

2.3.1	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences	Teachers aim to establish a student-centric environment, fostering open interaction where students feel comfortable asking questions and engaging in constructive discussions. Interactive audio-visual methods and real-life examples are employed to enhance students' connection with various subjects. The emphasis is on experiential learning, encouraging hands-on experiences in laboratories and field visits. Students are motivated to give brief presentations on both curriculum topics and personal interests, fostering participatory learning. Tutorial classes prioritize problem-solving skills over theoretical knowledge, preparing students for the competitive professional world. Activities like field trips, visits to industries or research laboratories, museum excursions, and attending talks by experts in specific disciplines are integrated to broaden students' knowledge and expose them to potential future opportunities. Extracurricular activities such as group discussions, quizzes, debates, seminar presentations, and industry training are actively promoted to contribute to students' holistic development. In addition, some departments have initiated a small scholarship program to support outstanding students in advancing their studies.	20																														
2.3.2	No. of Teachers use ICT enabled tools for effective teaching-learning process.	29	15																														
2.3.3	Ratio of mentor to students for academic and other related issues	<table><tr><th colspan="2">2018-19</th><th colspan="2">2019-2020</th><th colspan="2">2020-2021</th><th colspan="2">2021-2022</th><th colspan="2">2022-2023</th></tr><tr><th>A</th><th>S</th><th>A</th><th>S</th><th>A</th><th>S</th><th>A</th><th>S</th><th>A</th><th>S</th></tr><tr><td>1:22</td><td>1:28</td><td>1:24</td><td>1:38</td><td>1:24</td><td>1:40</td><td>1:22</td><td>1:34</td><td>1:18</td><td>1:23</td></tr></table>	2018-19		2019-2020		2020-2021		2021-2022		2022-2023		A	S	A	S	A	S	A	S	A	S	1:22	1:28	1:24	1:38	1:24	1:40	1:22	1:34	1:18	1:23	15
2018-19		2019-2020		2020-2021		2021-2022		2022-2023																									
A	S	A	S	A	S	A	S	A	S																								
1:22	1:28	1:24	1:38	1:24	1:40	1:22	1:34	1:18	1:23																								
2.4.2	No. of Teachers with PhD	<table><tr><th>2018-19</th><th>2019-2020</th><th>2020-2021</th><th>2021-2022</th><th>2022-2023</th></tr><tr><td>20</td><td>20</td><td>29</td><td>29</td><td>33</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	20	20	29	29	33	20																				
2018-19	2019-2020	2020-2021	2021-2022	2022-2023																													
20	20	29	29	33																													

2.4.3	Average teaching experience of full time teachers in the same institution	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	20
		750	743	556	602	579	
2.5.1	Mechanism of internal assessment is transparent and robust in terms of frequency and mode	<p>As the college is affiliated to Gauhati University, the guidelines of the University are thoroughly followed during internal assessment of the students. The overall procedure of Internal Assessment constitutes sessional examinations, assignments, seminars, group discussions and other student participatory evaluation methods, along with the students' attendance percentage secured. Every semester, mid-term sessional examinations are conducted internally where the papers are set and tests are conducted by the concerned faculty members. The departments also involve the students in evaluation methods such as seminar presentation, peer teaching, group discussion, etc. monitored by the teachers. Additionally, the students' attendance data is also calculated at the end of each semester. The performance of students during all these evaluation methods is taken into consideration while assigning them internal assessment scores, which forms a part of their final grading. Therefore the Internal Assessment procedure is robust and streamlined and forms an integral part of student evaluation.</p>					15 QLM (100 words)

2.5.2	Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient	<p>The Internal Examinations of the college are conducted as per guidelines of Gauhati University, which is the affiliating University. The examinations are controlled by the Examination Cell comprising teachers from various Departments of the college along with staff from the college office. The question papers are set by the concerned Departments and test copies are evaluated by the concerned teachers after which the scores are submitted to the Examination Cell along with scores from other internal evaluations and attendance secured. The students are allowed to view their checked answer sheets and get to know their scores along with their areas of strengths and weaknesses. The Examination Cell holds the responsibility for online or offline submission of the marks to the University for their inclusion in the final grading of the students. In case of absence of the students during internal examination due to unavoidable reasons, they are allowed to appear the test on a later date as set by the concerned Department Head. Moreover, any discrepancies regarding semester end grade sheets resulting from error in communication or carry forward of the internal examination scores is promptly solved by the college office with cooperation from the Gauhati University Examination Branch.</p>	15 QLM (100 words)
2.6.1	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.	<p>At the beginning of each semester, the teachers discuss the overall syllabus with the students, including the stated program and course outcomes. This information is clearly outlined in the syllabus prepared by Gauhati University, which is also displayed on the college website for easy and convenient access by the students. Prior to starting each class, the teachers provide a concise summary of the topic, introducing the basic concepts to familiarize the students. Furthermore, the course outcomes are discussed in a comprehensive manner, emphasizing their importance and practical applications in various aspects of daily life. This approach not only informs the students but also sparks their interest in the subject and motivates them to independently comprehend the curriculum better.</p>	15 QLM (100 words)

2.6.2	Attainment of Programme outcomes and course outcomes are evaluated by the institution.	The institution evaluates the attainment of program and course outcomes at the department level by assessing students' performance in various internal assessments. These assessments include quizzes, class tests, presentations, and interactions during seminars/webinars. Additionally, the institute considers indicators such as increased enthusiasm towards learning the next topic of the subject. These evaluations aim to determine whether students are achieving the desired outcomes set by the program and courses they are enrolled in. Furthermore, student performance serves as a measure to address issues during tutorial and remedial classes. By identifying areas where students may need additional support, the institute can take appropriate measures to help them achieve the outlined program and course outcomes. Upon graduation, their career progression is monitored, taking into account the specific courses they have completed. The institute pays attention to whether these courses have influenced students' decisions to pursue higher studies, seek employment, or opt for other opportunities. By maintaining databases at each department, the institute keeps records of individual students' performances and tracks their career progression. These records serve as a means to evaluate the attainment of program outcomes and course outcomes over time.	15 QLM (100 words)																														
2.6.3	Pass percentage of final year Students in the last year	<table><tr><td colspan="2">2018-19</td><td colspan="2">2019-2020</td><td colspan="2">2020-2021</td><td colspan="2">2021-2022</td><td colspan="2">2022-2023</td></tr><tr><td>BA</td><td>BSc</td><td>BA</td><td>BSc</td><td>BA</td><td>BSc</td><td>BA</td><td>BSc</td><td>BA</td><td>BSc</td></tr><tr><td>52.2</td><td>73.9</td><td>98.5</td><td>84.7</td><td>99.3</td><td>82.9</td><td>85.4</td><td>90.1</td><td>66.2</td><td>68.8</td></tr></table>	2018-19		2019-2020		2020-2021		2021-2022		2022-2023		BA	BSc	BA	BSc	BA	BSc	BA	BSc	BA	BSc	52.2	73.9	98.5	84.7	99.3	82.9	85.4	90.1	66.2	68.8	30
2018-19		2019-2020		2020-2021		2021-2022		2022-2023																									
BA	BSc	BA	BSc	BA	BSc	BA	BSc	BA	BSc																								
52.2	73.9	98.5	84.7	99.3	82.9	85.4	90.1	66.2	68.8																								
3.1.1	Grants received from Government and non-governmental agencies for research projects / endowments	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>01</td><td>00</td><td>01</td><td>00</td><td>00</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	01	00	01	00	00	5																				
2018-19	2019-2020	2020-2021	2021-2022	2022-2023																													
01	00	01	00	00																													

3.1.2	No. of research projects funded by government and non-government agencies	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>01</td><td>00</td><td>01</td><td>00</td><td>00</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	01	00	01	00	00	5
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
01	00	01	00	00									
3.1.3	Number of Seminars/conferences/workshops conducted	55	5										
3.2.1	Number of papers published per teacher in the Journals notified on UGC website	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>06</td><td>06</td><td>13</td><td>14</td><td>10</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	06	06	13	14	10	5
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
06	06	13	14	10									
3.2.2	Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>17</td><td>15</td><td>20</td><td>14</td><td>14</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	17	15	20	14	14	10
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
17	15	20	14	14									
3.3.1	No. of Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>03</td><td>05</td><td>02</td><td>03</td><td>11</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	03	05	02	03	11	10
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
03	05	02	03	11									
3.3.2	Number of awards and recognitions received for extension activities from government / government recognised bodies	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>02</td><td>03</td><td>01</td><td>03</td><td>03</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	02	03	01	03	03	10
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
02	03	01	03	03									
3.3.3	No. of Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs)	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>10</td><td>10</td><td>02</td><td>04</td><td>23</td></tr></table>	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	10	10	02	04	23	20
2018-19	2019-2020	2020-2021	2021-2022	2022-2023									
10	10	02	04	23									

3.3.4	No. of students participating in extension activities at 3.3.3 above	1987				20											
3.4.1	No. of collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On the job training, research etc	10				10											
3.4.2	Number of functional Malls with national and international institutions, universities, industries, corporate houses etc.	37				10											
4.1.3	No. of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS, etc	No. of Class Rooms - 39 ICT enabled -03 Smart Class-01				10											
5.1.3	Capacity building and skills enhancement initiatives taken by the department include the following 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills Options: A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. none of the above	YES				10											
5.2.1	No. of placement of outgoing students	<table><tr><td>2018-19</td><td>2019-2020</td><td>2020-2021</td><td>2021-2022</td><td>2022-2023</td></tr><tr><td>04</td><td>15</td><td>04</td><td>13</td><td>12</td></tr></table>					2018-19	2019-2020	2020-2021	2021-2022	2022-2023	04	15	04	13	12	10
2018-19	2019-2020	2020-2021	2021-2022	2022-2023													
04	15	04	13	12													

5.2.2	No. of students progressing to higher education	2018-19 23	2019-2020 19	2020-2021 16	2021-2022 24	2022-2023 45	15
5.2.3	No. of students qualifying in state/national/international level examinations during the last five years (eg: IAM/CLAT/GATE/GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)	2018-19 04	2019-2020 03	2020-2021 04	2021-2022 04	2022-2023 12	5
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level	2018-19 04	2019-2020 06	2020-2021 02	2021-2022 01	2022-2023 01	10
5.3.3	No. of number of sports and cultural events/competitions in which students of the Institution Participated	2018-19 07	2019-2020 07	2020-2021 05	2021-2022 41	2022-2023 18	5
6.3.3	No. of number of professional development/administrative training programs organized	2018-19 02	2019-2020 05	2020-2021 10	2021-2022 06	2022-2023 10	5
6.3.4	No of teachers undergoing online/face-to-face Faculty development Programmes (FDP)	2018-19 05	2019-2020 10	2020-2021 45	2021-2022 17	2022-2023 17	5

7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.	<p>BEST PRACTICE-1 Title of the Practice: "MITIGATING CARBON FOOTPRINT: IMPLEMENTING MIYAWAKI FOREST PLANTATION FOR CO2 REDUCTION IN COLLEGE CAMPUS ECOSYSTEMS"</p> <p>BEST PRACTICE-2 Title of the practice: "EMPOWERING COMMUNITIES THROUGH ADOPTED VILLAGE INITIATIVES"</p>	20 QLM (250 Words each)
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