



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

DIBRUGARH UNIVERSITY

RAJABHETA DIBRUGARH UNIVERSITY

786004

<https://dibru.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dibrugarh University, the second University of Assam, was established on July 1, 1965. This is the foundation day of the University. The University was established with the objective of building it as a Center of Science and Technology. As the University was planned as a center of higher education in science and technology, Dr. B. R. Seth, an eminent mathematician of the Indian Institute of Technology, Kharagpur, was appointed as the first Vice-Chancellor at the initiative of the then Education Minister, Mr. Dev Kanta Barooah.

The Science departments opened in the first five years were Mathematics (1967), Physics (1967), Statistics (1967), Chemistry (1968), Petroleum Technology (1969), and Applied Geology (1970). The Department of Life Sciences and the Department of Pharmaceutical Sciences were established in 1977 and 1983 respectively. In the Humanities and Social Sciences stream, the departments opened in the first five years were Assamese (1966), Anthropology (1966), Economics (1967), English (1967), History (1967), Political Science (1967), and Sociology (1967). The University started in the beginning an Institute of Education and an Undergraduate law course. The Institute of Education became the Department of Education in 1968, and the law course was discontinued a few years later. The Department of Commerce was started in 1978. Currently, the University has seventeen full-fledged Departments and seventeen Centers of Studies.

Dibrugarh University, in response to the growing demands and aspirations of the new generations, has opened up new courses in recent years. Indian higher education is facing challenges from issues of access, equity, and excellence, and we have to evaluate the functioning of our University from these perspectives. We have to respond to the radical transformation in the nature of communication and information dissemination due to huge technological innovation. Despite limited resources, we have to understand and tap into the huge potential of technology which invariably has started to have an impact in the very nature of pedagogy itself. Our endeavor is to bring in this transformative power of technology in the process of teaching and research at the University.

Vision

To develop human resources by integrating knowledge and skill, human values, and compassion for a better world.

Mission

To impart value-oriented education and skill-based training that foster leadership traits of the learners, thus generating sustainable development, social harmony, and peace.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- University has good general infrastructural facilities.
- University has a well-resourced library with internet connectivity under the NMEICT.
- Faculty members have attracted extramural grants from funding agencies under prestigious schemes like the UKIERI and Indo-US Twenty Century Knowledge Initiative.
- University has a good track record in National and International Publications.
- The University provides a platform for innovation to the students and faculty members through the Centre for Technology Innovation and Incubation.
- An effective IPR Cell for creating awareness about filing for patents and other IPRs amongst the University community and ordinary people -especially amongst the *Muga* silk traders concerning GI registration.
- The University has been registered in the Academic Bank of Credit.
- A Vigilance Cell for putting in place solid checks and balances in the administrative and fiscal governance of the University.
- Special fund for the students to present research work at international and national conferences.
- Decision making of the University is plenary in approach
- Collaborative research and linkages are expanding

Institutional Weakness

- Hostel accommodation for UG, PG students, and researchers, especially for girls, needs to be increased
- Centres require to be staffed with regular faculty members
- Academy- industry and academy-research institute linkages require to be expanded at a good pace
- Potentials of National & International collaborations require to be exploited at a new pace
- Intramural research requires to be increased
- Hostels and facilities in department/centre/library require to be adequately in place for differently-abled students
- Laboratory use beyond office hours needs to be increased
- Implementation of e-governance needs to be expedited.

Institutional Opportunity

1. In fostering cross-disciplinary research despite the region (surrounding Dibrugarh University) being fertile with resources.
2. In enhancing the recruitment opportunity for students after completion of the courses.
3. Mushrooming growth of private institutions has diluted the education sector, including universities. Thus, it is not only a challenge but a threat to public institutions.

4. In making collaboration of research and academic activities with institutes of repute from developed countries to bring the University to international recognition.
5. In empowering women, social and economically weaker section students, and SC/ST students in a globalized and competitive environment.

Institutional Challenge

1. Dibrugarh University is surrounded by a good number of Industries and Research Institutes such as Oil India Limited, ONGC, Coal India Limited, BCPL, Tea Industries, Toklai Tea Research Organization, Regional Medical Research Center, Assam Medical College, North East Institute of Science and Technology, Rain Forest Institute, NEEPCO among others. Moreover, the University has immense scope for developing linkages and engaging in collaborative research. Dibrugarh district in particular and North East, in general, are tremendously rich in biodiversity. The University can unlock this opportunity.
2. The University offers all programs of study, such as humanities, social sciences, languages, and basic sciences, including engineering. It, thereby, provides a lot of scope for introducing multidisciplinary programs/courses.
3. Dibrugarh district is one of the wealthiest districts of India, which is known for its vast repository of minerals, oil, tea gardens, and enormous biodiversity. Dibrugarh University is located at the headquarters of the Dibrugarh district. Thus, the University has tremendous scope of research in varied areas, including biodiversity and some multi and cross-disciplinary research.
4. Assam has a rich heritage of Art and Culture that needs to be preserved and practiced. The University has the vision to promote Dr. Bhupen Hazarika Center for Performing Arts as a Center of Excellence in Art, Dance, Drama, and Music.
5. To utilize the Community Radio Station, the EMRC, and convert the disadvantages of the University's location to advantages.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dibrugarh University has an evolving and dynamic system built into its academic governance, ensuring that all its educational programs constantly remain in conformity with the Vision and Mission of the University. The University strives to foster among its students a strong desire and capacity for continuous learning as well as to develop human and professional qualities and a strong sense of service to society through designed curricula, co-curricular activities, and a pleasant campus environment.

1. The University's focus is on harnessing the potentialities of the students of the University. Our strategy is to develop a distinctive Postgraduate Portfolio that is agile and responsive to student needs and challenges them to meet their academic and professional goals.

2. Design and development of the University curricula are participatory and plenary in approach, with all faculty members contributing to the introduction, innovation, revision, restructuring, and rephrasing of the syllabi. The syllabi are developed strictly in adherence to the guidelines of the UGC and other national academic and regulatory organizations.
3. The University Departments interact with Industries, Research Institutes, and the Civil Society members in curriculum revision. Members of the Academic Institutions, Industries, the Civil Society, Research Institutes, and Alumni are members of the Board of Studies in different departments.
4. The course curricula are revised to do away with obsolete contents/concepts and introduce new directions into the courses so that it retains their knowledge-intensive focus while addressing the emerging trends in any subject.

Teaching-learning and Evaluation

Academic Calendar:

The University has a comprehensive academic calendar which is strictly followed by the Departments/Centre for Studies and the Affiliated Colleges of the University. The Academic Planning Committee prepares the academic calendar based on the inputs received from the various Departments, Centres of Studies, and affiliated colleges.

Teaching Plan:

The teaching staff prepares weekly lesson plans and maintains a record of the weekly schedule to ensure smooth coverage of the syllabi. In Science, the practical courses are flexible enough to accommodate the changing needs, and manuals are available in the laboratory to expose the facilities and capabilities of the equipment/instrument.

Evaluation:

The evaluation process comprises two segments: internal assessments carried out twice every semester and the end-semester exam. In-semester comprises tests, seminar presentations, home assignments, and discussions among students, covering 40% of the total credit, while the end-semester comprises final assessment comprising 60% of the credit. The aggregate of both in and end semester serves to evaluate the students in a particular programme. The philosophy behind such a structure is adopting a comprehensive and continuous evaluation process throughout the semester. Several student-centered and student-friendly teaching-learning strategies have been adopted in and outside the classrooms, such as - Group discussion, Seminars, Participatory learning, Assignments on various topics, Project report, Self-study reports, Book/article reviews,

Case studies preparing a dissertation, industrial visit, field visit, attending Colloquia, seminar, etc. are frequent features.

The Departments of the University have ICT-enabled classrooms, and Centres are well replete with ICT-enabled classrooms and projectors..

Apart from Google Classroom, which has been extensively used for lectures, assignments, and Online Proctored examination during the Covid-19 pandemic, Moodle has been adopted as the University's official learning management system.

Research, Innovations and Extension

Dibrugarh University constantly endeavors to promote Research and Extension activities. Research and extension have been core components of all the Departments/Centres. Science Departments focus on research areas that are both fundamental and application-oriented. Departments of Humanities undertake research in area(s) that are of socio-political, socio-economic, and sociocultural nature. At the same time, the Department/Centre of Commerce and Management do their works pertaining to Marketing, Finance, Commerce, Accountancy, Human Resource, Entrepreneurship, and Inter-disciplinary courses.

The University has a policy to provide seed money to the young faculty members as start-up grants. The University also provides incentives for faculty members who excel in research in their respective fields.

During the last five years, the University has published 207 Research papers, 560 Books/Book Chapters.

The University has an IPR Cell and an Innovation and Incubation Cell to promote new ideas and inventions.

The University has been granted 22 Patents during the last five years. Two groups of students have been granted patents for their innovations.

The University has conducted 257 Extension activities involving its stakeholders.

The University has 61 numbers of functional collaborations with reputed institutions and organizations.

25 Awards and Associate ships to for research and innovations.

The University has been awarded a British Council Sponsored Project to develop courses collaborating with Queen's University, Belfast.

Infrastructure and Learning Resources

Physical and Academic infrastructure and resources are instrumental in creating an ambiance for enhancing the productivity of the University community. The University has provided adequate infrastructure facilities, including sufficient classrooms and lecture halls plus laboratories and other facilities. The University has 15 hostels (7 for boys and 7 for girls and 1 for overseas students). The University has facilitated the Departments and the Centres with sophisticated instruments, such as computer laboratories together with Internet facilities for the staff and an Internet Centre for the students and researchers.

The University has a resourceful Central Library, including Departmental library facilities in each department and centre. Every Department has a technologically-equipped Conference Hall. The offices of the Vice-Chancellor and the Registrar are replete with Conference Halls.

Solar energy panels are installed in the Administrative Block and Engineering workshops. The University provides Generators/Inverters to each Department; plus, the university campus has own water supply system.

The Departments and Centres have ICT-enabled classrooms.

Moodle is the University's official LMS.

Remote Access to the Library, Library facilities for Differently abled

EMRC: Dibrugarh University, through its Educational Multimedia Research Centre (EMRC), has been playing a pioneering role in enhancing and offering open online courses. During the Covid-19 pandemic, the EMRC has been instrumental in developing video materials. The EMRC has been assigned to translate MOOCs courses in several disciplines into vernacular language.

Student Support and Progression

The University has a Student Charter which spells out the what the students can expect from the university and what the university expects from them. The university has a Guideline for Mentor Mentee relationship for providing assistance to the needy students about their well being. The Training and Placement Cell provides the necessary skill training and also holds placement drives in the University. In the recent years, a Soft Skill Development Cell has been established with the initiatives from the IQAC of the University. On the academic front, the University has been providing state of the art Well-equipped laboratories for the Science Stream. Following are some of the Student amenities available in the University:

- A Resourceful Central Library.
- A Digital lounge with 70 computers
- Departmental Libraries
- Wi-Fi in Hostels
- Student Aid Fund
- Student Insurance
- Anti-Ragging Cell and Antiragging Committee
- Gender Sensitization Complaint Committee for Sexual Harassment (GSCCSH)
- 24 x 7 Medical care
- Remedial Classes for slow learners, SC, ST, and Minority Students
- Coaching for NET/SLET
- Equal Opportunity Cell
- Alumni Association
- Employment Exchange

· Canteen

· Health Centre

- Students are provided with emergency medical support from Assam Medical College & Hospital, Dibrugarh
- Over the last five years, a total of 1122 students have qualified in various competitive examinations including UGC-CSIR NET, SLET, GATE, JAM, Civil Services and different other Government Examinations.
- 319 Students have progressed to Higher Education in various reputed institutes in India and Abroad.

Governance, Leadership and Management

The Vice-Chancellor is the Head of the institution. According to the Dibrugarh University Act, 1967 Seven Faculties, the Dean R& D, the Dean of Student Affairs, the Registrar, the Controller of Examinations, and the Inspector of Colleges, in all academic and administrative matters and other officers and supporting staff. The Court, the Executive Council, Finance Committee, and Academic Council are Statutory Authorities and the key policy-making Authorities of the University. As the Chairperson of these authorities, the Vice-Chancellor ensures the smooth functioning of the University in the development of the management system, implementation of policies framed, and continuous improvement by exercising the authority bestowed on him/her by the University Act.

The university leadership interacts with all the stakeholders, namely, the students, alumni, faculty, support staff, industry, and the community. Interaction with the students is initiated at the time of admission and continues up to their placement. Interaction with the students continues even after they leave the University and become alumni.

The Internal Quality Assurance Cell takes the initiative to evolve ways and means to reinforce the culture of excellence in teaching and research.

Institutional Values and Best Practices

- The Core Values of the University are:

Excellence: The university community expects to strive for the highest standards

Intellectual Freedom: Dibrugarh University encourages and defends a fearless exploration of knowledge in all of its forms.

Innovation: Dibrugarh University inspires and supports creativity in research, scholarship, pedagogy, and service.

Community: Dibrugarh University is committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of the university community.

Equity, Social inclusiveness, and social justice: Dibrugarh University is committed to its responsibilities of

establishing equity, social inclusiveness, and social justice.

Sustainability: Dibrugarh University is committed to integrating sustainable practices into all aspects of our operations and engaging students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.

- The University makes efforts to equip students with the necessary knowledge and skills relevant to various fields of activities, thereby empowering them to serve the nation.
- The course curricula for different disciplines are updated to keep abreast of the latest developments in the respective fields and meet global standards.
- The University has made all-out efforts to promote technology in almost all spheres – from the classrooms to the administration.

Green Audit, Energy Audit, ISO certification, Policies, Research Audit, Carbon Audit, Fire Audit, Survey on University's commitment towards SDG, Gender Audit.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	DIBRUGARH UNIVERSITY
Address	Rajabbeta Dibrugarh University
City	Dibrugarh
State	Assam
Pin	786004
Website	https://dibru.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Jiten Hazarika	0373-2370239	9435657101	0373-2370768	vc@dibru.ac.in
IQAC / CIQA coordinator	Kalyan Bhuyan	0373-2370231	9954480064	0373-2370768	iqacdu2013@gmail.com

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	01-07-1965
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	01-07-1965	View Document
12B of UGC	01-07-1965	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Rajabhet a Dibrugarh University	Rural	500	152870.9	UG, PG, MPhil, Ph.D., Post Doc, Diploma		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Arts	54	15	69
Science	2	0	2
Commerce	3	3	6
General	59	7	66
Education/Teachers Training	5	12	17
Law	3	6	9
Professional	0	9	9

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	178
Colleges Under 2(f)	12
Colleges Under 2(f) and 12B	117
NAAC Accredited Colleges	92
Colleges with Potential for Excellence(UGC)	3
Autonomous Colleges	3
Colleges with Postgraduate Departments	39
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	7

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes												
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>AICTE</td> <td>106868_10251_1_1671018103.pdf</td> </tr> <tr> <td>NCTE</td> <td>106868_10251_4_1671018130.pdf</td> </tr> <tr> <td>PCI</td> <td>106868_10251_6_1675943210.pdf</td> </tr> <tr> <td>BCI</td> <td>106868_10251_8_1671093880.pdf</td> </tr> <tr> <td>DEB-UGC</td> <td>106868_10251_21_1675943053.pdf</td> </tr> </tbody> </table>	SRA program	Document	AICTE	106868_10251_1_1671018103.pdf	NCTE	106868_10251_4_1671018130.pdf	PCI	106868_10251_6_1675943210.pdf	BCI	106868_10251_8_1671093880.pdf	DEB-UGC	106868_10251_21_1675943053.pdf	
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DEB-UGC	106868_10251_21_1675943053.pdf												

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	21				51				164			
Recruited	9	4	0	13	29	11	0	40	96	51	0	147
Yet to Recruit	8				11				17			
On Contract	0	0	0	0	0	0	0	0	56	68	0	124

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				677
Recruited	387	88	0	475
Yet to Recruit				202
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				29
Recruited	26	3	0	29
Yet to Recruit				0
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	49	18	0	16	7	0	56	35	0	181
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	8	0	22
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	23	23	0	46
M.Phil.	0	0	0	0	0	0	4	8	0	12
PG	0	0	0	0	0	0	30	37	0	67
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Assamese	Sahityarathi Laksminath Bezbora Chair	Government of Assam
2	History	Shri Shri Aniruddhadeva Chair	Government of Assam
3	History	Siu Ka Pha Chair	Government of Assam
4	Applied Geology	K D Malaviya Chair	Oil India Limited

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	998	58	0	3	1059
	Female	649	48	0	2	699
	Others	0	0	0	0	0
PG	Male	834	21	0	11	866
	Female	1473	21	0	6	1500
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	51	1	0	0	52
	Female	59	0	0	0	59
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	91	8	0	0	99
	Female	117	9	0	0	126
	Others	0	0	0	0	0
Post Doctoral (D.Sc , D.Litt , LLD)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	16	0	0	0	16
	Female	27	0	0	0	27
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	3

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	80	5	0	0	85
Female	103	2	0	0	105
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	70.95	
Cycle 2	Accreditation	B	2.83	NAAC Peer Team Report.pdf
Cycle 3	Accreditation	A	3.16	NAAC REPORT 2017.pdf

Provide the Following Students Details

Total Number of Students in Distance Learning	1017
Total Number of General Students in Institution	4693

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	(a) The University constituted a Committee
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(Notification No. DU/RG/G.01.01/2021/4508 dated 20/07/2021) with Prof. Deb Kumar Chakraborty as the Chairperson to suggest measures for implementing Multidisciplinary and Holistic Education in Dibrugarh University and Affiliated Colleges. The Committee discussed the issues related to implementation of NEP 2020 in several rounds and proposed the following: (i) Provision for Dibrugarh University Interdisciplinary/Multidisciplinary Faculty Board. (ii) Provision of joint supervisors. (iii) Provision for an IRC- inter-departmental research committee. (iv) Provision for an Interdepartmental Board of Studies Dibrugarh University has been offering courses of multidisciplinary nature such as M.A. in Women Studies, M.A. in Social Work, M.A. in Mass Communication and Journalism, MBA, BBA, MTTM, Biotechnology. The University has constituted a Skill Development Cell which has been instrumental in imparting soft skill and life skill training to the students. The university has also constituted a committee (Notification No.: DU/DR-A/NEP-2020/22/544, Dated: 23/05/2022) with Prof. S.C. Kakoty as the Chairperson to guide and support the Board of Studies (BoS) in preparing the tentative Curriculum and Course Structure as per the National Education Policy 2020. (b) (i) The University has a plan to initiate integrated programs in all disciplines in conformity with the UGC Curriculum for four year undergraduate program (ii) In the integrated undergraduate program compulsory courses from STEM and Humanities will be introduced in spirit with Liberal Arts of NEP (c) (i) Many departments have PG Dissertations which give the students opportunity of community engagement. (ii) While preparing the course curricula for the integrated post graduate programs in line with the NEP 2020, the university will follow the UGC Guidelines for Fostering Social Responsibility and Community Engagement in Higher Education Institutions in India. The university proposes to introduce a compulsory credit course component in its academic programs to provide community engagement to all undergraduate and postgraduate students. (d) The university has proposed the introduction of Integrated Post Graduate Programs which will enable multiple entry and exit of the students. The operational procedure for multiple entry and exit will be devised in line with the UGC Guidelines for Multiple Entry

	<p>and Exit in Academic Programs offered in Higher Education Institutions. (e)(i) Establish a centre for multidisciplinary research (Brahmaputra, flood, erosion, tea economy, climate change, coal and oil industries and impact, rural development, migration, labor issues, international and area studies) (ii) Interdisciplinary research, as it is devised in different universities, also demands joint supervisors. To facilitate such a process of joint supervisors in interdisciplinary research in Dibrugarh University, an IRC- inter-departmental research committee may be constituted, which may function like the existing DRC- departmental research committees. (f) (i) Awareness generation: The university has taken proactive action to generate awareness among the affiliated colleges about NEP. (ii) Introduction of IDC with 12 credits in total: The University has introduced three Interdisciplinary courses with 12 credits each in Climate Change, Brahmaputra Studies and Women Studies offered to a select group of students.</p>
2. Academic bank of credits (ABC):	<p>(a) The university has already registered itself in the National Academic Depository and the Academic Bank of Credit. The University has been uploading its data in the NAD and already about 9000 Certificates and Mark sheets have been uploaded till now. (b) Yes. The University has so far uploaded 36000 documents in NAD. (c) The University adopts a strategy to improve student preparedness to internationalize the curriculum, enhance the University's international profile, strengthen research and knowledge production, and diversify its staff (teachers and employees) and students. The University has a very strong Internationalization Policy for the internationalization of its programs. The internationalization efforts, activities and initiatives at Dibrugarh University is being carried out by the Office of the International Affairs, Dibrugarh University. The responsibilities of the office are to further strengthen university's global footprint. The office looks after the issues of international student admissions and student events, initiatives and collaborations. Through the office of International Affairs, the university aims to achieve: (1) Develop a clear and focused strategic student enrollment plan (2) Provide an easily accessible web based information for selection of international</p>

	<p>students (3) Enhance promotional activities (4) Encourage incoming/outgoing student mobility to international area of activities (5) Encourage professional development of teachers and staff by engaging them in international research projects and international faculty development programs (6) Enhance the access to external funds by applying for various externally funded projects (7) Enhance inflow of international expertise and perspectives through investment in engaging visiting professors and fellows. (8) Develop International student feedback system to improve academic, administrative and infrastructural resources necessary for assuring great international student experience. (9) Continuously revise all curricula by benchmarking with the best universities abroad. Ensure a local and global context to all academic programs and courses making a program truly global. (10) Develop comprehensive regulatory evaluation and reporting framework to ensure that the internationalization strategy is successfully implemented. (11) Expand the international Alumni Network to help build a strong reputation in key countries and regions. (12) Encouraging the researchers/faculty members for schemes of international collaborations administered by various Government and non-government initiatives. (d) The faculties members of the various departments and centres of the University are members of their respective Board of Studies. As members of the Board of Studies, they are privileged to have the opportunity of designing the various courses in line with their own expertise. (e) The University has conducted a drive among the students to create awareness among them regarding the registration to NAD and ABC and also the objectives of the Academic Bank of Credit.</p>
3. Skill development:	<p>a) The University has constituted a Skill Development Cell which has been instrumental in imparting soft skill and life skill training to the students. (b) All the Departments and Centers of the University offer Ability Enhancement Courses and Skill Enhancement Courses to the students. Some of these courses are vocational in nature. The university offers courses like: Counselling Theory and Practice, Scientific Writing and Computing , IPR, Biosafety and Bioethics, Spoken English, ICT in Education, Communications Skills, Anthropology of Food,</p>

Creative Writing, Techniques of Teaching, Theatre in Education, Creative Writing in English, Soft Skill and Personality Development, Communicative Assamese, Applications Introduction to Data Science, Cloud Computing, and so on. (c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. The University has constituted a Skill Development Cell which has been instrumental in imparting soft skill and life skill training to the students. The course of Soft Skill, under Skill Development Cell, in Dibrugarh University deals with these impediments using practical tools and introduces the students with techniques to flourish in personal, social and professional life in truest sense of the term. The units taught are known as Befriending your monkey mind, Charming Skills, Communication Skills and Interview Skills. (d) The University has already prepared its syllabi for the Four Year Undergraduate Program in line with the UGC Guidelines. Provision has been made to impart vocational education to undergraduate students at various semesters/years of the program as suggested in the National Education Policy 2020. With the finalization of the syllabi of the FYUGP, the University will engage Industry Veterans and Master Crafts Persons as Professor of Practice to impart vocational education to the students. The University is availing of the expertise of Industry Veterans in its current courses in the Department of Applied Geology, Department of Petroleum Technology, Centre for Tea and Agro Studies, and renowned Sattriya and Other Artistes in the Dr. Bhupen Hazarika Centre for Performing Arts. The design and establishment of the vocational education and training infrastructure is based upon best video practices that is currently available as E-Learning Lab at DODL, DU. The University shall explore the possibility of establishing a collaboration with NSDC at the earliest. e) DODL, Dibrugarh University had conducted vocational education and training (skill development) funded by DEC under Development Grant for the FY-2012-13. The following programmes were conducted: b) Proof

	<p>Reading and Editing. Date: 07 March to 13 March, 2013 c) DTP Designing, Printing and Binding. Date: 12 March to 10 April, 2013. d) Anchoring and News Reading in Radio and Television. Date: 22 February to 3rd March, 2013. e) Electrician. Date: 22 February to 8 March, 2013. f) Security Guard Training. Date: 20 February to 20 March, 2014. g) Audio and Video Production. Date: 11 February to 22 February, 2014.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>(a) The University has been conducting different courses in the Indian Languages like Assamese, Hindi, Bengali, Mishing, Bodo, Tai, through its different programs. Under the aegis of its Center for Studies in Languages, the university has been introduced programs in Karbi language as well. The university carries out research on the different languages and dialects of the north east India. The University has also established a Centre for Indian Knowledge System (CIKS), which envisages itself as a multidisciplinary research centre of excellence dedicated to advancing philosophic and scientific knowledge of Indian Knowledge Systems. b) Most of the faculty members are competent enough to teach in both English and vernacular languages. c) The university has a policy to teach in the undergraduate programs in both English and vernacular languages. The University has established a Centre for Studies in Languages which offers programs such as M.A. in Bodo, Two years Diploma Course in Tai Language, Certificate Program in Mishing Language, etc. d) (i) The Department of Assamese has been instrumental in carrying out research in the different languages spoken in the north eastern region of the country. The Centre for Computer Studies and Applications has been engaged in Digitization and Machine Recognition of Regional Languages of North-East India using Artificial Intelligence and Machine Learning Approach. The Centre has developed Speech Dataset of the Mising Language and Spoken e-Dictionary and Unicode Typing Keyboard of Mising Language. (ii) Indian ancient traditional knowledge: North east India is earmarked under the Indo Burma biodiversity hotspot. Almost 60 % of this region is covered with forest area, and is a treasure of 'forest knowledge' and ethnomedicinal health practices. With an aim to explore this traditional knowledge and to validate the claims, Dibrugarh University has carried out different studies covering various</p>

	<p>possibilities for maximum use of the natural resources. Such efforts prioritise utilization of plant based products for human health and development of pharmaceutical ingredients. iii) Indian Arts: Dr. Bhupen Hazarika Centre for Studies in Performing Arts (earlier known as Centre for Performing Arts), Dibrugarh University has been established in the year 2008 to impart quality education and research, both theoretically and practically. Besides offering graduate and post-graduate programmes in Theatre Art and Vocal Music, it is the only centre in the entire North-east offering graduate and post-graduate programme in ‘Sattriya Dance’ for the first time in the country. (iv) Indian Culture and traditions. Dibrugarh University has done considerable research works about the endangered culture in this part of India. From 2016 to 2021, altogether twenty one (21) theses were published covering all the hues of the variegated aspects of these cultures. e) Through the courses offered in the Dr. Bhupen Hazarika Centre for Performing Studies, the University has taken initiatives to 1. introduce the students with major trends of life and culture of the humanity. 2. acquaint the students with the changes in the cultural scenario. To undertake extensive research on various aspects of Indian culture, particularly of the North-East. 3) recognize safeguard to the endangered indigenous culture of the different tribes in the North-East through research.</p>
5. Focus on Outcome based education (OBE):	<p>(a) In the light of NEP 2020, the Program Learning Outcomes or the Student Learning Outcomes of Dibrugarh University have been designed in a manner so as to ensure that upon completing various Programs of Studies from the Departments and Centres for Studies of this University, the students will be empowered with the 21st Century Skills required to make their transition from academics to the world of work while also being imbued with the spirit and awareness of the relevance of achievement of the Sustainable Development Goals 2030 in their lives. These Student Learning Outcomes are: (1) Develop Integrated Thinking and Learning (2) Informed Critical Thinking (3) Solve Problems Creatively (4) Communicate Effectively (5) Exhibit Cooperative and Collaborative Social Interaction (6) Engage in Self-directed and Life-long Learning (7) Cultivate Effective Citizenship and Civic</p>

	<p>Responsibility (8) Exhibit Ethics and Human Values in all Interactions as a part of Holistic Education (9) Practice Holistic Approach to Environment and Sustainability (10) Develop Empowered Global Citizens (11) Value and Preserve Indigenous Resources of the Region (12) Exemplify Effective Agents of Change (b) The University has developed mechanisms for measuring the level of attainment of POs, PSOs, and Cos so as to ensure that the principles of Outcome Based Education may be captured in the teaching learning practices. A method has been developed to map the Programme Learning Outcomes to the Curriculum. This is required because a curriculum map can help both in designing and communicating the coherence (the developmental, sequential and goal-oriented nature of an academic program. It can be thought of as a process charting the course of the students' learning opportunities. (c) The students are encouraged to participate in departmental seminars, extension activities, and other extracurricular activities so as to provide an opportunity to achieve the stated Student Learning Outcomes of the University. The Soft Skill Development Cell established by the University offers courses on Life Skills and Mental Health among the students.</p>
6. Distance education/online education:	<p>(a) The Open and Distance Learning system of Dibrugarh University will be instrumental in achieving targets of Sustainable Development Goals that includes vocational education, vocational training and online education as delineated in the holistic and visionary National Education Policy after a gap of 34 years. The possible necessary steps for the development of Vocation Education and Training through ODL mode at Dibrugarh University are as follows: •Vocational education and training through Distance Education can be done by providing the students with state-of-the-art infrastructural facilities, latest equipment's, trained personnel etc. •The Public Private Partnership (PPP) scheme shall be enforced and encouraged in the ODL system. •The ODL system can play a more effective role in providing vocational education, if it can provide for scholarships and also placements/internships. • NGO's can also work together with the Distance Education Institutes for providing vocational course and programmes. • The DODL, DU can also provide</p>

training for the trainers of the ITI's through its courses/programmes. • The DODL, DU can make use of current facilities available like radio, virtual lab etc. to provide vocational courses through audio- and audio-visual study materials. Such steps will motivate the learner and keep them engaged. (b) With the installed equipment: smart boards, projectors, document camera, video camera, etc. the blended learning technologies can be employed in the DODL, Dibrugarh University conventional and ODL courses. The blended learning solutions are new pedagogical methods which utilize face-to-face training, composed of the following elements: • Traditional classroom structured instruction with face-to-face training where the trainer and the students meet when the course starts. Digital smart boards are often used during the course; • Self-paced learning through Learning Management Systems (LMS); • Hands-on practical training and collaborative laboratory work (computer lab); • Inclusion of video streaming and videoconferencing services that offer high quality multipoint two-way real time communication to groups of students; • Assessment system. (c) DODL, Dibrugarh University had conducted vocational education and training (skill development) funded by DEC under Development Grant for the FY-2012-13. The following programmes were conducted: 1. Proof Reading and Editing. Date: 07 March to 13 March, 2013 2. DTP Designing, Printing and Binding. Date: 12 March to 10 April, 2013. 3. Anchoring and News Reading in Radio and Television. Date: 22 February to 3rd March, 2013. 4. Electrician. Date: 22 February to 8 March, 2013. 5. Security Guard Training. Date: 20 February to 20 March, 2014. 6. Audio and Video Production. Date: 11 February to 22 February, 2014. With twenty years of experience in ODL, the DODL, D.U. shall thrive to provide quality vocational programmes in emerging areas and shall focus on imparting blended learning environment to its learners.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Literacy Club (ELC) to be formed in Dibrugarh University from the next academic year.
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	<p>The aims and objectives of the ELC will be to raise voter awareness among the student community and neighbouring areas including the surrounding villages and tea gardens. It will also spread awareness about ethical voting. It will seek to enhance participation of underprivileged sections in the electoral process both within the university and the neighboring locality to promote an inclusive and widespread engagement in the democratic process of the country.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC will have a students' coordinator and other coordinating faculty members to be appointed by the University. The faculty members are to be representative of all sections of society and should comprise of members from all genders. They will also hail from across the disciplines and faculties of study in the University. All deans of the faculties of study will be members of this Club as advisors. The ELC will be open to all students and research scholars of the University who wish to learn and spread awareness on the importance of a vibrant electoral process of the country and uphold its exemplary democratic legacy.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The ELC would initiate programs on promoting student involvement on a voluntary basis in the electoral process including participation in voter registration of students and communities, helping the district administration in conducting poll and raising voter awareness and ethical voting through campaigns and promoting the participation of underprivileged sections in the voting process. The ELC would also work with schools in Dibrugarh to familiarize high school students on the electoral process, citizenship, and democracy through seminars and by holding mock parliament and model United Nations events. The Indian Constitution would also be discussed in the seminars held by the ELC.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>There are several socially relevant projects/ initiatives taken up by University in electoral related issues. Some of these are mentioned here: i. Radio Gyanmalinee– the community radio of Dibrugarh university held a 14 day long program to raise voter awareness from 1 April 2019- 14 April 2019. In this program, the youth were motivated to exercise their right to vote and the local public was also encouraged to participate in the democratic process by casting their votes. Discussions were also held on the</p>

	<p>electoral process of the country. ii. An Ability Enhancement Course is offered by the Department of Political Science, Course no: POLA801 which is open to students from all other departments and centres. It covers topics such as elections, concepts and meanings. Other topics that are covered are processes and institutions such as the Election Commission of India, political parties General Elections, PRIs, participation in elections-eligibility, voters, EVMs, NOTA, reservation of seats for women, among others.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>From the next academic session, the University will organize seminars in every hostel as well as under every Faculty of Study to familiarize those without a voter ID card to get themselves registered so as to participate in the electoral process of the country as responsible citizens.</p>

Extended Profile

1 Program

1.1

Number of Programmes offered year wise for last five years (face-to-face only)

2021-22	2020-21	2019-20	2018-19	2017-18
68	66	74	68	66
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes (face-to-face only)

2021-22	2020-21	2019-20	2018-19	2017-18
34	34	34	34	34
File Description		Document		
Institutional data in prescribed format		View Document		

1.3

Number of Programmes offered by DDE year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15
File Description		Document		
Institutional data in prescribed format		View Document		

2 Students

2.1

Number of students year - wise during the last five years (face-to-face only)

2021-22	2020-21	2019-20	2018-19	2017-18
4808	4626	4630	4341	4250
File Description		Document		
Institutional data in prescribed format		View Document		

2.2***Number of outgoing / final year students year - wise during the last five years (face-to-face only)***

2021-22	2020-21	2019-20	2018-19	2017-18
1984	1805	1812	1705	1776
File Description		Document		
Institutional data in prescribed format		View Document		

2.3***Number of students appeared in the University examination year wise during the last five years (face-to-face only)***

2021-22	2020-21	2019-20	2018-19	2017-18
4432	4410	4218	3939	4037
File Description		Document		
Institutional data in prescribed format		View Document		

2.4***Number of revaluation applications year - wise during the last 5 years (face-to-face only)***

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	25	21	43
File Description		Document		
Institutional data in prescribed format		View Document		

2.5***Total Number of learners in DDE year wise over the last five years.***

2021-22	2020-21	2019-20	2018-19	2017-18
6460	3883	6016	6209	8653
File Description		Document		
Institutional data in prescribed format		View Document		

3 Teachers

3.1

Number of courses in all Programmes year - wise during the last five years (face-to-face only)

2021-22	2020-21	2019-20	2018-19	2017-18
2083	2155	2148	1854	1929
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

Number of full time teachers year - wise during the last five years (face-to-face only)

2021-22	2020-21	2019-20	2018-19	2017-18
340	319	309	302	286
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year - wise during the last five years (face-to-face only)

2021-22	2020-21	2019-20	2018-19	2017-18
236	236	236	236	236
File Description		Document		
Institutional data in prescribed format		View Document		

3.4

Number of full time teachers and other academics in DDE year - wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	26	26	26
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Number of eligible applications received for admissions to all the Programmes year - wise during the last five years (face-to-face only)

2021-22	2020-21	2019-20	2018-19	2017-18
16427	14298	13623	10348	12579
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
823	857	851	779	810
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls in conventional departments (face-to-face only)

Response: 189

4.4

Total number of computers in the campus for academic purpose (face-to-face only)

Response: 502

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
3181.65	3382.66	5745.22	4857.81	4638.05
File Description		Document		
Institutional data in prescribed format		View Document		

4.6**Total number of rooms and seminar halls at DDE****Response: 8****4.7****Total expenditure of the DDE excluding salary year - wise for five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
36.90	45.54	170.22	199.71	116.35

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Program Outcomes: The Program Outcomes (PO) or Student Learning Outcomes (SLO) of Dibrugarh University have been designed to ensure completion of various programs of studies from the Departments and Centers for Studies of the University. The students will be empowered with 21st Century skills required to make their transition from academics to the world of work, while also being imbued with the spirit and awareness of the relevance of achievement of the Sustainable Development Goals 2030 in their lives. These SLO's are:

1. Develop Integrated Thinking and Learning, (2) Informed Critical Thinking, (3) Solve Problems Creatively, (4) Communicate effectively, (5) Exhibit Cooperative and Collaborative Social Interaction, (6) Engage in Self-directed and Life-long Learning, (7) Cultivate Effective Citizenship and Civic Responsibility, (8) Exhibit Ethics and Human Values in all Interactions as a part of Holistic Education, (9) Practice Holistic Approach to Environment and Sustainability, (10) Develop Empowered Global Citizens, (11) Value and Preserve Indigenous Resources of the Region, (12) Exemplify Effective Agents of Change

Program Specific Outcomes: Every program is designed by the Board of Studies of the concerned Department/Centre and the Program Specific Outcomes are defined and spelt out clearly in the curriculum of the program. The Board of Studies is constituted with representation from the faculty, industry practitioners, and experts from the academic institutions and the government.

Course Outcomes: Dibrugarh University offers courses under the Choice Based Credit System (CBCS) which gives students exposure to local, regional, national and global issues.

The Students are offered value-added courses, project-based courses, and internships in industry and national laboratories. The course outcomes are defined to ensure that the knowledge, skills and attitudes that a student is required to attain at the time of graduation are fulfilled.

Design and development of the University curricula is participatory and plenary in approach with all members of the faculty contributing to introduction, innovation, revision, and restructuring of the syllabi. The Board of Studies of the Departments/Centres for Studies meet periodically to assess the challenges and chalk out necessary modifications to be made in the curriculum to make it socially relevant and job-oriented. In most departments, courses are framed with the aim towards

generating trained human resource to meet the needs of industries, corporate sectors, non-governmental organizations (NGOs) and self-supported enterprises.

The Departments/Centres of the University have academic freedom for introducing interdisciplinary courses/papers. Notable among these are the Departments of Petroleum Technology, Applied Geology and Petroleum Engineering, which offer interdisciplinary courses.

The University encourages students to pursue research/field experiences in their postgraduate programmes. There is a mandatory provision of preparing Dissertations/Field Studies in the final semester of the respective courses in various Departments/Centres for Studies.

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

1.1.2

Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 8.21

1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	26	6	0

1.1.2.2 Number of all Programmes offered by the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
81	77	85	80	79

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Institutional data in prescribed format	View Document
Details of Programme syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3

Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 2.31

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3	19	182	50	2

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.1.4

Percentage of the Programmes on offer by DDE have incorporated electronic media and other digital components in their curriculum over the last five years

Response: 100

1.1.4.1 ***Total number of the Programmes on offer by DDE have incorporated electronic media and other digital components in their curriculum over the last five years***

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

File Description	Document
Institutional data in prescribed format	View Document
Details of Programmes incorporating electronic media and other digital components offered by DDE year wise over the last five years	View Document
Any additional information	View Document
Link for additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 12.96

1.2.1.1 How many new courses were introduced within the last five years.

Response: 291

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 2245

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Any additional information	View Document

1.2.2

Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 50

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

Response: 34

File Description	Document
Minutes of relevant Academic Council/BOS meetings	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:**

All academic programmes are so designed that they address issues like professional ethics, gender sensitivity, human values, concerns towards environment, sustainable development, etc. relevant to the particular disciplines.

Human Values and Professional Ethics

Dibrugarh University emphasizes in maintaining the highest standards of ethics pertaining to human values, professional ethics, animal rights, environmental sustainability, students social responsibility. Human values like secular ethics, sense of brotherhood, gender equality, peaceful co-existence are upheld in the curriculum.

Dibrugarh University has compulsory research ethics courses in M.Phil and Ph.D programs and an Ethical Committee for Biomedical and Health Research. The varsity fraternity participates in blood donation camps and flood relief camps.

Gender

All courses are free from gender bias.

The ratio of female to male students during the assessment period is around 1.5:1, reflecting high inclusivity in our programs.

The departments of Sociology, English, Political Science, History, Assamese, Economics, Social Work, Anthropology and Education offer courses that cover gender issues.

The UGC Centre for Women's Studies promotes teaching, research and extension activities focused on women empowerment especially on tea garden communities, awareness of social evils such as witch-hunting, LGBTQ sensitization, etc.

The interdisciplinary course on Women's Studies is a comprehensive program encompassing three semesters taught by faculty from the departments of English, History, Sociology and Political Science.

Environment and Sustainability

The University has been offering multi- and cross-disciplinary courses on Brahmaputra Studies and Climate Change which directly address issues related to Environment and Sustainability.

Dibrugarh University is committed to upholding the SDGs on the campus and in the local community with national and global focus.

The plant species in the campus are labeled to promote awareness on different flora.

Dibrugarh University contributes towards the SDGs through a multi-pronged approach that includes teaching, research, management, administration, collaborations, and community outreach.

- It has incorporated SDGs as a vital component of the vision and mission under its Strategic Plan.
- It fosters innovation and promotes start-ups among students, researchers, and teachers to

encourage a more profound commitment to achieving the SDGs.

- It generates employment for several people and provides health, sports, and library facilities to the people from the vicinity.
- Harnessing its locational advantage, the University offers professional courses in Tea and Agro, Tourism, Applied Psychology, Social Work, and Business Administration, ensuring employment for those who complete these courses.
- It also conducts research on tea garden and other indigenous communities, livelihood, ecology, traditional medicines, Act East Policy, mental health, border studies, and women's issues that add to the knowledge production on issues in the proximity of the University which in turn enables the government and industry to recruit and plan policies.

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

1.3.2

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

Response: 2

1.3.2.1 How many new value-added courses are added within the last five years.

Response: 2

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document

1.3.3

Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 2.84

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
682	0	0	0	0

1.3.4

Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 14.18

1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 682

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1

Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

4) Alumni

Response: A. All 4 of the above

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

1.4.2

Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Demand Ratio (Average of last five years)

Response: 5.73

2.1.1.1 Number of seats available year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2352	2388	2452	2219	2312

File Description

Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[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

(Excluding Supernumerary Seats)

Response: 95.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
778	757	807	759	815

File Description

Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

2.1.3

Average percentage increase in the enrolment of learners in the DDE over the last five years**Response:** 27.63**2.1.3.1 Number of learners with fresh Enrolment Admission into next semester (re-registration), year-wise during last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
6362	3883	6016	6209	8653

2.1.3.2 Total enrolment of DDE in the preceding academic year, year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8471	7754	9752	11394	15142

2.1.3.3 Number of increase / decrease in the enrolment of learners in the DDE year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5866	717	1998	1642	3748

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

Dibrugarh University has formulated its Guidelines for Mentor-Mentee relationship to enable students to overcome challenges and ensure that students perform to their fullest potential. The Mentor identifies

the Mentees who have been performing below par, or whose attendance is below par. The Mentor tries to find out the reason behind such issues and record it in the proceedings. The achievements of the Mentees are reported to the Head/Chairperson as well as the IQAC Cell and Head of the Institution. It is the responsibility of the Mentor to keep a track of the academic performance of the Mentees and help the Mentees through counseling or by arranging remedial teaching, if necessary, in consultation with the Head/Chairperson.

Response to the learning needs of slow learners?

The university has made provisions for remedial teaching and tutorials. The Department/Centres take special classes for the slow learners. Through the establishment of a Soft Skill Development Cell, the university is trying to impart training on verbal communication and life skills. Moreover, the university also imparts training on English language for the benefit of the slow and disadvantaged learners. The University has a flexible system of examination for students who are unable to clear a course in the first and second attempts; special chances are given to such students. Peer teaching is promoted to enable the slow learners.

Response to the learning needs of advanced learners?

- Needs of the learners are assessed by constant feedback from them through the semester sessions (through seminar evaluation, in-semester evaluation and end-semester evaluation)
 - Advanced learners are encouraged to participate in seminars, symposia, workshops conducted by university departments and other institutions. They are encouraged to be regular readers in the Libraries (Central and Departmental).
 - Teachers take special measures to encourage students to pursue research and take examinations such as NET/SLET/GATE/GPAT/ISAR and other competitive examinations.
 - Learners are assigned and required to prepare dissertation, project work, case studies and to engage in field studies in the last semester of their programme.
- The Dibrugarh University Institute of Engineering and Technology (DUIET) conducts Induction programs for the newly admitted students as per AICTE Guidelines. These programs help in identifying the weak students and in devising mechanisms to strengthen the remedial measures. Seed money is given to students to pursue start-ups.

File Description	Document
Upload Any additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)**Response:** 14.14**2.2.3***Average percentage of the enrolled learners at DDE who are employed over the last five years***Response:** 1.3**2.2.3.1 Number of employed learners enrolled at DDE year - wise over the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
123	56	114	67	17

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

Link for additional information

[View Document](#)**2.2.4***Average number of learners enrolled from special target groups namely: Persons with Disability, Transgender, Defence and Paramilitary forces, Prison inmates, etc. enrolled as learners in DDE over the last five years***Response:** 13.6**2.2.4.1 Number of learners from special target groups enrolled at DDE year - wise over the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
29	12	10	9	8

File Description**Document**

Institutional data in prescribed format

[View 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:

Dibrugarh University adopts student-centric pedagogical methods.

- Experiential learning is encouraged through hands-on lab experiments, internships, field study, ethnographic survey, extension and outreach activities.
- Participative learning is encouraged through classroom interactions, group discussions, home assignments, seminar presentations and deliberations, peer teaching and group projects.
- Problem solving skills are imparted to students through the Soft Skill Cell which offers courses to first year students that promote averse thinking, critical thinking, decision-making, creativity, leadership qualities and team-building.
- The students are assessed based on their skills to solve problems, their response to real-life situations, etc. Students are also encouraged to conduct projects on issues, problems of concern to train them for the future.

The University creates an ambience that fosters and nurtures creativity and scientific temper in the following ways:

- The University encourages teachers and students to participate in National and International Seminars, Workshops, Conferences etc.
- The University and Departments invite eminent experts to address and interact with the students to trigger curiosity and the spirit of scientific exploration.
- The University encourages teachers and researchers to undertake research projects.
- Organizes exhibitions on path-breaking discoveries in science and technology.

- Adoption of audio visual aids such as projectors, smart TVs to supplement classroom teaching.
- Hybrid mode of teaching is encouraged in consonance with the requirements of the UGC mandate stipulating one-third coverage of the syllabus through online mode.
- The university library is equipped with the latest Soul 2 software for seamless location of offline resources and it is also equipped with e-resources.

File Description	Document
Upload any additional information	View Document

2.3.2

Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Official Learning Management System (LMS) of the University is Moodle.

Teachers of Dibrugarh University have been provided with projectors, desktops and WIFI connectivity to use ICT for teaching and learning.

Students have been provided WIFI access across the campus.

The library is equipped with remote access facilities to enable teachers and students to remotely access online resources.

Teachers use online tools such as Google classroom to take classes, quizzes, tests as well as assess students [sample attached from the Dibrugarh University Institute for Engineering and Technology (DUIET)].

Zoom and GMeet are used extensively by teachers to host online talks by academics and researchers across India and the world (list of such talks arranged by the Department Of Political Science is attached).

Padlet, Wakelet and Mentimeter are other educational online tools used by teachers to accentuate teaching, learning and feedback (sample attached of an assignment by a teacher who attended a Faculty Development Program on “E-content Development and Delivery” held by DUIET).

A Google site was opened in April 2020 to disseminate resources, lab manuals, important notifications and resources of UGC, AICTE, SWAYAM, Virtual labs etc to the students of DUIET.

ICT deployed in the library:

Details	Central Library	DUIET Library
Library Automation	SOUL 2.0 Software	SOUL Software
Total No. of Computers for public access	24	2
Total No. of Printers for public access	Print services on demand	Nil
Internet Bandwidth Speed	1 GBPS	Band 1 GBPS speed 100 MBPS
Institutional Repository	Under Preparation	Nil
Content Management System for e-learning	EDUSAT	EDUSAT
Resource Sharing Networks/Consortia	UGC-Infonet + DelCon	UGC-Infonet NPTL Plus subscription from Taylor and Francis
Remote Access	OpenAthens	

Library Automation : SOUL software

Virtual Reference Library: Yes, it is in place.

Media Library:

EMRC and e-learning Lab at DODL.

(<https://sites.google.com/view/ocwduietece/home>).

File Description	Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3

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

Response: 18.01

2.3.3.1 Number of mentors ?????????????? ????????

Response: 267

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document

2.3.4

Development of Self - Learning Material (SLM) at DDE

Process followed for development of Self - Learning Material by DDE

Response:

Introduction:

Self-Learning Material plays an important role in Distance Education. It is the main bridge between distance learner and distance educators or instructors. According to UGC regulations on open and distance education, 2017 (page no. 39), "Self-Learning Material means and includes contents in the form of course material, whether print or non-print, which is inter-alia self-explanatory, self-contained, self-directed at the learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study, but does not include textbooks or guide-books." The success of Open and Distance Education programmes depends on the quality of Self Learning Material.

Policy of DODL, D.U. regarding Self Learning Material:

University Grants Commission (UGC), Distance Education Bureau (DEB), Executive Council & Academic Council of Dibrugarh University are the guiding forces of Directorate of Open and Distance Learning, Dibrugarh University and its academic and administrative endeavors. DODL, D.U. frames all

its policies and programmes in the light of guidelines and notifications issued by the aforesaid bodies / authorities. Therefore, Directorate's policy of Developing Self Learning Material is based on the UGC regulations and office memorandums issued by the competent authorities of Dibrugarh University.

Process of SLM Development:

The process of SLM Development is the main academic endeavor of Open and Distance Education. DDE adheres the following procedure for development of Self Learning Material;

Steps:	Activities
1	Identification of Writers, Editors, Proof readers through a core committee
2	Establishment of Editorial Board
3	Formation of Subject Expert Groups
4	Organizing Workshop for writers, editors and proof readers
5	Allotment of Unit for writing
6	Writing of Content
7	Editing and Plagiarism checking of Content
8	Formatting and Designing of Self Learning Material
9	Vetting of SLM
10	Printing of SLM
11	Revision of SLM after every 3 years
12	Approval and Allotment of ISBN by RRRNA

Honorarium / Remuneration for SLM writing/Editing:

As per the approved **Minutes of Rate Revision of Honorarium for Authors and Editors of SLM** at the 57th BoM Meeting held on the rates of honorarium and remuneration for SLM writing was revised and fixed.

File Description	Document
Any additional information	View Document
Policy document on SLM	View Document

2.3.5

Average percentage of the learning material of the DDE is digitized and the SLMs uploaded on the

website / Online Repository / e-content app / LMS for their availability to the learners over the last five years

Response: 100

2.3.5.1 *Number of learning material of the DDE digitized and the SLMs uploaded on the website / Online Repository / e-content app / LMS for their availability to the learners year - wise over the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

File Description	Document
Institutional data in prescribed format	View Document
Digital repository of SLMs at DDE	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

Mechanism to provide academic counselling support at DDE

A mechanism is in place at DDE to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills

Response:

Face to face counselling support is provided to the learners in the Study Centres. The learners get the Routine of the Counselling Sessions at the beginning of the academic session and the Study centres forward the routine to the University regularly. It is recommended that the study centres should arrange counselling sessions for the new learners just after the last date of admission. Role of the Coordinator of the study centre in conducting the counselling session is very significant. The coordinator is mainly responsible for effective and smooth conduct of the counselling sessions at the respective study centres. As per the policy of the Directorate, the Coordinators has to keep the attendance of the learners. In the ODL system, direct communication between the learners and teachers is almost absent. This gap is bridged by the Self Learning Materials (SLM) which is called the “Teacher in Print.” The SLMs are prepared in such a way that the learners can easily understand their subjects. However, for further clarification, there is need of counselling session for the learners. In these sessions, the counsellor and the learners equally participate and interact. The DODL, D.U. follows the UGC-DEB mandate of counseling hours per course.

Academic counsellors are engaged either from the host institution or from the neighbouring educational institutions. These sessions are held at the study centres on weekends and sometimes on weekdays. However, a study centre can also arrange counselling sessions on other holidays in consultation with the learners. Apart from this, the study centres can arrange counselling sessions for the learners on weekdays too on the request of the learners. At least 15 counselling sessions for each course in the semester system. The University has organized capacity building programmes, workshops and training programmes for the Coordinators and Counsellors from time to time. Experts from STRIDE- IGNOU as well as in-house faculties are also engaged as resource persons in such programmes. The Head Quarter i.e., DODL, D.U. also offers counselling sessions for the learners enrolled in various programmes. The faculty members of the University as well as experienced teachers from other educational institutions conduct these counselling sessions. Both face-to-face counselling and technology-aided counselling are provided to the learners in the study centres as well as in the head quarter. Induction Programmes are also held at the study centres for the newly admitted learners. The Directorate has always emphasized and encouraged the use of ICT in learning process. Some of the important ICT based initiatives of the Directorate for its learners include Community Radio Service Gyanmalinee FM 90.8 and Moodle LMS. The faculty members of the University also provide counselling support to the learners through Google Meet. The faculty members of various disciplines provide online information to the learners through various online platforms. For this purpose, various groups for learners have been created either through WhatsApp. Apart from that, walk-in pre-counselling mechanism is also in place where enrolled or prospective learners can approach the faculty members or administration regarding various academic or administrative issues.

File Description	Document
Any additional information	View Document
Link for schedules of different counselling activities	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: 131.86

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	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’Lit. year-wise during the last five years

Response: 68.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
216	208	212	213	211

File Description

Document

List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years

[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: 11.03

2.4.3.1 Total experience of full-time teachers

Response: 3749

File Description

Document

List of Teachers including their PAN, designation, dept and experience details

[View Document](#)

2.4.4

Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 9.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	2	2	0

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

2.4.5

Average percentage of the sanctioned posts occupied by full time teachers and other academics respectively at DDE over the last five years

Response: 100

2.4.5.1 Number of the sanctioned posts occupied by full-time teachers and other academics respectively at DDE year wise during the last five years

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

2.4.5.2 Number of sanctioned posts in DDE

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

File Description	Document
List of the faculty members authenticated by the Registrar of the University	View Document
Details of full time teachers and other academics As per Data Template	View Document

2.4.6

Percentage of empanelled Academic Counsellors at DDE having more than five years of teaching experience for the preceding academic year

Response: 40

2.4.6.1 Number of empanelled Academic Counsellors having more than five years of teaching experience for the preceding academic year.

Response: 10

2.4.6.2 Number of academic counsellors for the preceding academic year in DDE

Response: 25

File Description

Document

List of Academic Counsellors with details of total teaching experience for the preceding academic year (As per data template)

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 74.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
118	86	71	51	48

File Description

Document

List of Programmes and date of last semester and date of declaration of results

[View Document](#)

Any additional information

[View Document](#)

2.5.2

Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.44

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	25	21	43

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3

IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Response:

IT integration and reforms in the examination procedure and processes starts in Dibrugarh University with the online registration process by the individual students enrolled for a particular programme.

The institution/college concerned verify the particulars of the students and approve the list of such students.

The internal assessment and end semester marks are awarded by the concerned faculty members through online mode. For end semester exams, marks are entered in the online marks entry portal after the evaluation of the answer-scripts by the appointed teacher.

The job of scrutinizers and head examiners are also carried out online using the same portal.

The scrutinizers and head examiners can modify the marks of evaluated scripts (if required) online and the marks obtained by the Roll Numbers in the specified papers are also displayed for them.

The students can login to the system for registration, examination form fill-up, admit card download and can also view grade sheets of their own. If any discrepancies arise, that are generally mailed to the

concerned officials and mistakes are rectified.

When the hard copies of the grade sheets are dispatched, they are error-free as everything is tackled beforehand. In this manner, integration of IT in the examination processes and procedures make the whole process easier for all the stakeholders.

The Examination system of the university has been improved over the years to ensure maximal use of ICT. Earlier the grades submitted by the Course Teachers were submitted to the Office of the Controller of Examinations to be entered into the system centrally. The process has now been decentralised and departmental offices are entrusted with this task.

The efforts of integrating IT have improved the process, operations and functioning of the examination branch. Important examinations and evaluations reforms are in place and they go as

- Pre and post-examination works are computerized
- Zonal system in the Under Graduate examinations has been computerized.
- Online enrolments of students, issuance of admit cards and submission of exam forms are available for the students.

File Description	Document
Year wise number of applications, students and revaluation cases	View Document

2.5.4

Status of automation of Examination division along with approved Examination Manual

Response: Only student registration and result processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.5.5

Formative Assessment procedures at DDE

Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE

Response:

The respective department uploads course-specific assignments to the DODL, D.U. website and informs the study center so that learners can complete them on time. The learners submit hard copies of assignments in their respective study centers. There is also the provision for submission of assignments through Moodle LMS. University induction programs and study center counseling sessions cover assignment writing and submission. Learners submit assignments to the study center for review within the stipulated date of the Academic Calendar. The study center returns evaluated tasks with tutor comments within a month. The study center coordinator must submit the marks of the evaluated assignments to the Directorate/COE through online portal. Assignments receive 20% of the total course grade. For example, a 100-mark topic has 80 theoretical marks and 20 assignment marks. Learners must handwrite their answers. Self-learning material-copied assignments are disqualified

Submission Method:

If assignments are late, learners cannot take the year's exams. The study center coordinator reports late assignments to the Controller of Examinations at least 15 days before the exam. If the coordinator does not report any such case, it is assumed that all learners have submitted their assignment to the coordinator, and the coordinator must submit the assignment marks through dedicated portal to the COE.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Learning Outcome Based Education (LOBE) is a dynamic and flexible framework which allows organizations/institutions to design their institutional specific program education objectives to evolve continuously along with the evolution of social systems and ever changing national and regional interests. Some of the important action points under the LOBE approach include:

1. Define exit outcomes through active participation of all stakeholder groups
2. Redefine performance and standards to provide regular reports on actual student learning outcome levels in all key outcome areas.
3. Re-design of future-focused curriculum, with a problem and issue-based content focus and continuous development of student abilities along with all major competence dimensions.
4. Develop “high engagement/high activity classrooms” staffed by a variety of internal and external experts with continuous emphasis on multi-modality active learning by individuals and learning teams.
5. Encourage learning by performing in authentic and real-world settings and promote extensive use of technology tools and applications.
6. Promote use of focused learning and resource centres with expanded access to facilities, materials and learning resources.

Dibrugarh University is gearing up to adopt the Learning Outcome Based Education (LOBE) model put forward by Spadys (1988) that emphasizes on the importance of Program Learning Outcomes (PLOs) which serves as a crucial factor to design curriculum and steer all levels of outcomes; i.e., course outcomes, unit outcomes and lesson outcomes. This will enable a student-centric learning approach that would help measure students’ performance based on pre-determined set of outcomes.

The copies of the syllabi of the different programs under Dibrugarh University with clearly stated learning outcomes are available in the University website for access of all stakeholders.

In the light of NEP 2020, the Program Learning Outcomes or the Student Learning Outcomes of Dibrugarh University have been designed in a manner to ensure that upon completing various Programs of Studies from the Departments and Centres for Studies of this University, the students are empowered with the 21st Century Skills required to make their transition from academics to the world of work while also being imbued with the spirit and awareness of the relevance of achievement of the Sustainable Development Goals 2030 in their lives.

These Student Learning Outcomes are:

1. Develop Integrated Thinking and Learning
2. Informed Critical Thinking
3. Solve Problems Creatively
4. Communicate Effectively
5. Exhibit Cooperative and Collaborative Social Interaction
6. Engage in Self-directed and Life-long Learning
7. Cultivate Effective Citizenship and Civic Responsibility
8. Exhibit Ethics and Human Values in all Interactions as a part of Holistic Education
9. Practice Holistic Approach to Environment and Sustainability
10. Develop Empowered Global Citizens
11. Value and Preserve Indigenous Resources of the Region
12. Exemplify Effective Agents of Change

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document

2.6.2

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

Response:

The Attainment of Program Outcomes, Program Specific Outcomes and Course outcomes are evaluated by the University as per its regulations for undergraduate and post graduate programs. Evaluation is done on a continuous basis, at least three times during each semester.

The Examinations of all courses have two parts- a) In-Semester Assessment b) End Semester Examinations. 40% of the total marks of each Course is allotted for in-semester evaluations or internal assessment. In in-semester assessments, two sessional tests are conducted for each course, which carry 50% of the total marks allotted for in-semester assessment.

For the remaining 50% of total marks allotted for in-semester assessment, course teachers employ two or more assessment tools such as Concept Note, Group Discussion, Objective Tests, Home Assignment, Paper Presentation, Laboratory Work, Project Work, Field Report or any other assessment tool suitable to the Courses as decided by the Course Teacher.

There is one End Semester examination carrying 60% Marks in each course covering the entire syllabus. The End semester examination is held as a written/laboratory-based examination/Project Work/Dissertation.

File Description	Document
Upload any additional information	View Document

2.6.3

Pass Percentage of students(Data for the latest completed academic year)

Response: 80.59

2.6.3.1 Total number of final year students who passed the university examination

Response: 1599

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

Response: 1984

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	View Document
Upload any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process**Response:** 3.2

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document

2.7.2*Online Learner Satisfaction Survey regarding teaching-learning process .(For Distance learners)***Response:** 743

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Dibrugarh University strives to be recognized as a leading institution in India and abroad by virtue of her ability to deliver quality research through all her faculties. In its effort to achieve this goal, the following best practices are adopted:

- (a) Enhancement of the critical mass of talents comprising of both faculty and students.
- (b) Provision of adequate resource to foster the needs of the researchers.
- (c) Flexibility and incentives for encouraging quality research.
- (d) Seed Money is provided to faculty for research
- (e) Scholarships are offered to high performing PG and PhD students
- (f) Publication in UGC Care listed journals is a criteria for PhD thesis submission and is also emphasized as a criteria for promotion.
- (g) Patent filing is facilitated by the IPR Cell of Dibrugarh University

Dibrugarh University tries to inculcate the research aptitudes among the students during their Post-Graduation programs through student internship projects, term papers, discussions on original publications in the form of seminars and webinars, exposure to researchers of national and international reposes etc. Dibrugarh University encourages the departments/ centres to form research groups on specific/specialized areas of research within or across the departments. Intra and Interdisciplinary research are appreciated and encouraged.

Dibrugarh University regularly updates its research facilities as per requirements of the faculty members and research scholars. The university has a well-defined Research and Development (R&D) Policy and Policy for Incentives to Faculty Members for Research.

Dibrugarh University recognizes the importance of intra and inter-institutional collaborations and interdisciplinary research. Both, developing collaborations and building a network of research partners stimulate research activities and open up new avenues for the institution to raise its standard and visibility. This is the new paradigm of global knowledge transfer. Therefore, all types of collaborations viz., between individuals, groups or institutions are encouraged.

As a first step in this direction, Dibrugarh University has made provision for co-supervisors from different disciplines within the university or from different institutions wherever it is necessary. Incentives will be put in place to enable collaboration on both individual and institutional levels. The following measures are deployed to incentivise both the scholar and the faculty member:

(1) Financial rewards for quality publications

(2) Financial rewards for innovations as measured by patents.

(3) Promotion of evaluations to include research output as measured by quality publications, policy documents, consultancy programs, patents and technology transfers to the industries.

(4) Promotion of mentoring and incubation activities for start-ups. Royalty sharing with the stakeholders for commercial activities and invention technology transfers.

(5) Each of the research scholars must be given adequate time for teaching assignment by her/his supervisor and this allocated time should be reflected in the departmental time schedule.

(6) Provision of financial support to research scholars for teaching assistantship in their respective departments.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0.75

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last

five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
2.50	0.00	1.25	0.00	0.00

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 1.09

3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	2	4	3

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

3.1.4

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 179

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
52	37	33	33	24

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

3.1.5

Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

Response: A. 4 or more of the above

File Description	Document
Upload the list of facilities provided by the university and their year of establishment	View Document
Upload any additional information	View Document
Paste link of videos and geotagged photographs	View Document

3.1.6

Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 8.82

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other

similar recognitions by national and international agencies.

Response: 3

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document

3.2 Resource Mobilization for Research

3.2.1

Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

Response: 72.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.00	0.00	0.00	72.09	0.00

File Description	Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2

Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 2950.97

3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
560.79	358.26	568.83	459.37	1003.72

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document
Any additional information	View Document

3.2.3

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

Response: 0.26

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

Response: 80

3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 1556

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Paste Link for the funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1

Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

The Centre for Technology Innovation and Incubation (CTII) of Dibrugarh University was set up in the year 2013, to promote innovative and executable ideas from various disciplines of basic

Sciences, engineering and creative fields. It helps them realize the ideas into products, processes or services for the benefit of society as well as industry.

With a vision to provide a platform for promoting and cultivating innovative ideas, the CTII has adopted an Innovation and Incubation Policy. The cell for Entrepreneurship and Skill Development is attached to the CTII to promote entrepreneurial culture on campus. Dibrugarh University has been categorized under the "Band-Promising" of the University & Deemed to be University (Govt. & Govt. Aided) (Technical) category of Atal Ranking of Institutions on Innovation Achievement (ARIIA) 2021, announced by the Ministry of Education's Innovation Cell on the 29th of December 2021.

CTII Team has participated in several activities as well as executed several tasks.

? Initiatives are taken to understand the diverse needs of society and the role of innovation in fulfilling the needs of society.

? Sensitization has been made to invite Innovative Ideas/Concepts throughout the year.

? CTII has significantly contributed to the development of the Dibrugarh University Startups viz: Green Gen AgriBiotech, and KBQube.

?In collaboration with the District Industries and Commerce Centres of Dibrugarh, the CTII has been hand-holding young start-ups working in areas such as media and tourism, health services, production of eco-friendly bricks and meat products.

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

3.3.2

Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 33

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	9	7	3	10

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

3.3.3

Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 25

3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	11	7	3

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

3.3.4

Workshops / seminars conducted by DDE on ODL practices

Response: 6

3.3.4.1 Total number of workshops / seminars conducted by DDE year - wise over the last five years on:

- ***Self learning material development***
- ***Learner Support services and academic counseling***
- ***Intellectual Property Rights (IPR);***
- ***Open Educational Resources (OERs);***
- ***Massive Open Online Courses (MOOCs);***
- ***Technology-Enabled Learning;***

- *Learning Management System;*
- *Development of e-content and*
- *Other innovative technologies*

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	2

File Description	Document
Report of the event/ link to the material developed	View Document
List of workshops/seminars over the last five years	View Document
Institutional data in prescribed format	View Document

3.3.5

Innovative content developed at DDE

Response: 1556

3.3.5.1 *Number of innovative content developed at DDE in the form of e-modules / e-SLMs / MOOCs for :*

- *NMEICT*
- *NPTEL*
- *SWAYAM*
- *e-PG Pathshala*
- *e-SLMs*
- *other MOOCs platform*
- *Institutional LMS*

2021-22	2020-21	2019-20	2018-19	2017-18
312	311	311	311	311

File Description	Document
Institutional data in prescribe format	View Document
Any other information	View Document
Link for any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	View Document

3.4.2

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

- 1. Commendation and monetary incentive at a University function**
- 2. Commendation and medal at a University function**
- 3. Certificate of honor**
- 4. Announcement in the Newsletter / website**

Response: B.. 3 of the above

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3

Number of Patents published / awarded during the last five years.**Response:** 22**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
14	6	0	1	1

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**3.4.4****Number of Ph.D's awarded per teacher during the last five years.****Response:** 6.1**3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 506

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

Response: 83

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

URL to the research page on HEI web site

[View Document](#)**3.4.5****Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 3.88**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
113	320	318	248	208

File Description	Document
Institutional data in prescribed format	View Document

3.4.6

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: 1.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
74	108	132	89	117

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

3.4.7

E-content is developed by teachers :

- 1.For e-PG-Pathshala**
- 2.For CEC (Under Graduate)**
- 3.For SWAYAM**
- 4.For other MOOCs platform**
- 5.Any other Government Initiatives**
- 6.For Institutional LMS**

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document

3.4.8

Bibliometrics of the publications during the last five years based on average Citation Index in Scopus / Web of Science / PubMed

Response: 6.14

3.4.9

Bibliometrics of the publications during the last five years based on Scopus / Web of Science – h-Index of the institution.

Response: 33.5

3.4.10

Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of the Institution

Response: 1.96

3.4.10.1 Number of publications on distance education over the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	8	18	9	10

File Description**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.5 Consultancy**3.5.1**

Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

Response:

In keeping pace with current trends and necessity of generating financial resources by utilizing the available expertise of faculty members and non-teaching officers of the university in the form of consultancy services to individual, organizations in the public and private sectors, NGOs and other agencies, the framing of Consultancy Service Rules is contemplated. The Departments, Laboratories,

Centers for Studies, Faculty members and Non-Teaching Officers of the University (hereinafter called 'Consultants') may take up consultancy work for the aforesaid bodies (hereinafter called 'Clients') against payment of Consultancy Charges by them. The amount of Charges or Fees is determined by the Advisory Committee, Consultancy Services, Dibrugarh University in consultation with the Consultants involved and the Client. The objective of permitting the Consultants to undertake Consultancy Work is to create an interface between the University and the Industry and Society at large. It would enable make facilitation, expertise and know-how available in the University for upgrading technological and economic levels of the clients, to build a knowledge bank suitable for the requirements of the industry and to provide opportunity to the Consultants to meet the industrial and social needs and demands.

The University has an official policy for structured consultancy. The Departments of Applied Geology, Economics, Petroleum Technology, Centre for Management Studies, Centre for Studies in Tea & Agro extend consultancy services to different organizations such as – OIL, ONGC, RMRC, small tea entrepreneurs, small tea growers and government departments under their linkage programmes. Request for consultancy are examined on the basis of the long-term benefit of the University Departments/Centres. While undertaking consultancy, faculty members ensure that there is no adverse effect on the reputation and integrity of the University. Faculty members are committed not to compromise academic activities at the altar of consultancy.

Centre for Tea and Agro Studies of our University has been extending consultancy services to Tea companies, small tea growers and winter-crop cultivators located in the peripheral areas of the University. The Dibrugarh district is well known for its large number of Tea gardens and small tea growers. Small tea growers are self-employed youths who cannot afford to go for consultancy from professional agencies. The centre, in addition to its regular service, is extending all sorts of consultancy facilities in the form of soil testing, agronomical and entomological tests. About six thousand small tea growers, agricultural entrepreneurs and tea companies have been benefited so far.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2

Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 10.95

3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
3.38	1.82	2.75	2.79	0.21

File Description	Document
Institutional data in prescribed format	View Document

3.6 Extension Activities

3.6.1

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

Response:

Dibrugarh University has been actively engaged in undertaking social works initiated under NSS and organized by the students of the University. Some departments, viz., Sociology, Economics, Centre for Social Work, Centre for Rural Development, CMS, etc. contribute towards shouldering social responsibilities. The University bears the expenses of the social works undertaken by the students and community under NSS. University has a PG NSS unit and NSS Cell.

The University community takes part in Swachh Bharat Mission as well as Unnat Bharat Abhiyan. The University has also been conducting a specific teaching module under the aegis of the Communication for Development (C4D) scheme of the UNICEF. The Community Radio Gyanmalinee established in 2019 has been actively contributing towards sensitizing the general public towards health, economy, culture, agriculture, societal issues, etc. Apart from these, Dibrugarh University has taken up its extension service to reach out to the neighboring villages of the University. The University community and students are engaged in extending social outreach activities. Departments of the University extend their social outreach activities. The departments of Sociology, Economics, Centre for Studies in Social Works, etc., conduct economic and social surveys in the neighboring villages in addition to their surveys in urban and industrial areas.

The Community radio station of Dibrugarh University – Gyanmalinee, FM 90.8 is one of the most active mediums of the University, which disseminates information to the community about all the SDGs. It broadcasts SDG related shows on a plethora of issues, including but not limited to health (SDG-3), education (SDG-4), problems faced by women (SDG-5), senior citizens, children, tea garden communities, and ethnic groups (SDG-1,4), and innovation (SDG-9). It also includes collaborative programs with non-governmental organizations and undertakes community service programs including literacy (SDG-4) and health-related programs such as awareness generation on the importance of vaccination (SDG-3).

As a commitment to the SDGs during the Pandemic, the University contributed in various ways to sensitize the neighbourhood community during the covid-19 Pandemic. The department of Chemistry was proactive in using its resources to produce hand sanitizers that were not available in the market due

to the increase in demand. The sanitizers were distributed to members of the university community and the local people free of cost.

The Centre for Applied Psychology was instrumental in making its services available to the community of students and others by offering counselling which became important for people to cope with the anxiety and fear prevalent during covid-19 lockdown due to the uncertainty and precariousness of the situation.

Many groups of teachers and officers, as well as students, were active in setting up a fund to buy relief measures such as food grains, sanitary equipment, and other essentials. These were distributed to the nearby villages where several families were deprived of livelihood due to the lockdown, which rendered several economic endeavours, such as, daily wage labour redundant.

File Description	Document
Upload any additional information	View Document

3.6.2

Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	3	1

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

3.6.3

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

Response: 257

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	18	73	50	71

File Description**Document**

Reports of the event organized

[View Document](#)

Institutional data in prescribed format

[View Document](#)**3.6.4****Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years****Response:** 43.04**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2999	136	1907	1094	3549

File Description**Document**

Report of the event

[View Document](#)**3.7 Collaboration****3.7.1****Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 8.6**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
14	5	7	7	10

File Description	Document
Institutional data in prescribed format	View Document

3.7.2

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

Response: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	1	1	4	10

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the MoUs with institution/ industry	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The University has provided adequate infrastructure facilities, including sufficient classrooms and lecture halls plus laboratories and other facilities. The University has facilitated the Departments and the Centres with sophisticated instruments, such as, computer laboratory together with Internet facilities to the staff and an Internet Centre for the students and researchers.

The University has a resourceful Central Library, including Departmental library facilities in each department and centre. Every Department has a technologically-equipped Conference Hall. Offices of the Vice-Chancellor and the Registrar are equipped with Conference Halls. Laboratory and Computer Labs are equipped with instruments and technology comparable with any good University. The University has so far invested substantially towards improving the classrooms, laboratory infrastructure, books and journals and online resources for teaching, learning and research.

There are 189 classrooms out of which 119 are ICT based classrooms. The University has also 17 Smart Classrooms laced with latest technology. The University has state of the art laboratories in the Science Departments and Centres of Studies. Several Departments and Centres have language laboratories at their disposal. The Department of Physics and the Centre for Atmospheric Studeis have two High Performance Computing Systems for high end Computation.

File Description	Document
Upload any additional information	View Document

4.1.2

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

Response:

Dibrugarh University has excellent infrastructure for exploiting the potential of the youth and promoting students' interest in culture and sports. The university has a Sports Board to maintain and coordinate the cultural and sporting activities on the campus and off the campus. The main aim of the Sports Board is to look after the Sports and Cultural activities of all the affiliated Colleges under Dibrugarh University. The Sports Board is delegated with the responsibility of arranging the playing facilities for the University community within the University campus. To fulfill this purpose, the Dibrugarh University Sports Board

regularly organizes the Inter College Sports and Cultural events, besides organizing and sending teams to various Inter University tournaments all over India. Moreover, to encourage and give more opportunity to sports persons, the Sports Board started the Centre for Studies in Physical Education and Sports in 2009.

Cultural Activities:

Auditoriums: There are two auditoriums in the university campus. One is the centrally air- conditioned auditorium “Rangghar” with a seat capacity of 953 (covering 4500 Sqm renovated in the year 2021). This facility is mainly used for various cultural and extracurricular activities.

Bishnu Rabha Rangamacha (Open Auditorium with stage): with roof covering 3500 Sqm developed in the session 2016-17. This facility is used for cultural, Aerobics, yoga and Sports events.

Yoga, Games (Indoor and Outdoor) and Sports (Gymnasium, Yoga Centre, etc). The university has facilities for various indoor and outdoor sports activities. The infrastructural facilities with size and year of establishment are mentioned below:

1. Multipurpose Playground No.1 (with Flood Light facility) length-200 Mtrs and breadth-150 Mtrs renovated in the year 2012-13. This facility is used for multiple sports activities and cultural events
2. Indoor Stadium: renovated in 2016-17 with length -40 Mtrs and Breadth- 28 Mtrs. This facility is used for indoor sports such as Badminton, Table Tennis, Aerobics and Yoga Activities.
3. Gymnasium Hall: established in the year 2011-12 with length- 30 mtrs and Breadth- 18 mtrs. This facility is used for gym, fitness, zumba, etc.
4. Volleyball court: renovated in the year 2016-17 with Length-30 mtrs and breadth- 20 mtrs. This facility is used for Volleyball and Throw Ball activities.
5. Cemented Tennis Court: established in the year 2011-12 with length-28mtrs and breadth – 18 mtrs. This facility is used for tennis and fitness activities.
6. 400 Mtrs standard 8 lane athletic track established in the year 2011-12 for Track and Field events.

File Description	Document
Geotagged pictures	View Document

4.1.3

Availability of general campus facilities and overall ambience

Response:

Physical and Academic infrastructure and resources are instrumental in creating an ambience for

enhancing productivity of the University community. The University has 19 hostels (9 for boys and 9 for girls and 1 for overseas students). The campus has three Outdoor sports grounds, Two Indoor stadium, including One modern gymnasium, One Volleyball and One basketball

court, One Auditorium, Two state-of-the-art Conference Halls and One Conference Hall in Directorate of Distance and Open Learning with virtual facilities. The University has a state-of-the-art Guest House with Internet browsing facility plus a Conference Hall with high-tech facility, three canteens (another new canteen is likely to be opened shortly). The University has a 24 x 7 Health Centre with six observation beds and is equipped with Auto Analyzer, ECG Machine and Nebulizer etc. The University has an educational-cum-recreational park in front of the Administrative Building. The University provides transport facility to its employees and the school-goers of the campus. The University has its hostels and the guest house is Wi-Fi enabled. It also has well-equipped Students Day Activity Hall (for Indoor games, Art exhibition and Colloquia). The university has an avant-grade Library with good e-resources, as well as books and journals. There are Two shopping complexes, with facilities such as stationery stores, grocery stores, confectioneries, eateries, several bookstalls, salons, laundromat, etc., catering to the needs to the entire varsity fraternity.

Solar energy panels are installed in the Administrative Block and Engineering workshops. The University provides Generators/Inverters to each and every Departments; plus, the university campus has its own water supply system. Laboratory and Computer Labs are equipped with instruments and technology comparable with any good University. The University has invested substantially towards improving the classrooms, laboratory infrastructure, books and journals and online resources for teaching, learning and research.

The University provisions the Annual Budget for every Department and hostels for their improvement in infrastructure. The University ensures the adequate availability of physical infrastructure of the departments and hostels and takes steps for its optimal utilization. Departments and Centres organise seminars, workshops in the conference halls and utilize ICT-enabled classrooms / conference halls. The University provides transport facility to school-goers of the campus. Examinations of the PG and UG classes of the University are conducted in every department, while UG examinations are conducted in every affiliated Colleges under the University.

Equipment procured are maintained through signing an annual maintenance contract. The Planning and Construction Branch of the University and constituted committees (e.g. Construction and Monitoring Committee) monitor and oversee the infrastructure being built or in process, and complaints are attended to immediately by the Planning and Construction Department.

4.1.4

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

Response: 47.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
1654.97	1590.31	2160.63	2692.70	2034.64

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format	View Document

4.1.5

Average percentage of expenditure incurred for infrastructure augmentation of DDE (INR in Lakhs)

Response: 12.69

4.1.5.1 Expenditure incurred for infrastructure augmentation against total expenditure excluding salary year - wise over the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.59	8.38	23.10	34.06	14.95

File Description	Document
Institutional data in prescribed format	View Document
Budget allocation for infrastructure of DDE	View Document
Audited utilization statements of DDE	View Document

4.1.6

Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities of DDE (INR in lakhs)

Response: 58.86

4.1.6.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
21.54	17.78	82.64	151.53	84.31

File Description	Document
Institutional data in prescribed format	View Document
Budget and Statements of Expenditure of DDE	View Document
Audited statements of accounts of DDE	View Document

4.1.7

Academic counselling sessions held at DDE

Regular conduct of academic counselling sessions (for theory and practical courses) at DDE during the preceding academic year

Response:

Face to face counselling support is provided to the learners in the Study Centres. It is recommended that the study centres should arrange counselling sessions for the new learners just after the last date of admission. Role of the Coordinator of the study centre in conducting the counselling session is very significant. The coordinator is mainly responsible for effective and smooth conduct of the counselling sessions at the respective study centres. He/she coordinates the activities of all the counsellors and maintains all records in this regard. The coordinator has to keep the study centre open on the days fixed by the University and assign specific days for counselling. The coordinator informs the learners regarding the routine of counselling sessions. As per the policy of the Directorate, the Coordinators has to keep the attendance of the learners.

In the ODL system, direct communication between the learners and teachers is almost absent. This gap is bridged by the Self Learning Materials (SLM) which is called the “Teacher in Print.” The SLMs are prepared in such a way that the learners can easily understand their subjects. However, for further clarification, there is need of counselling session for the learners. In these sessions, the counsellor and the learners equally participate and interact. The DODL, D.U. follows the UGC-DEB mandate of counseling hours per course.

Academic counsellors are engaged either from the host institution or from the neighbouring educational institutions. These sessions are held at the study centres on weekends and sometimes on weekdays. However, a study centre can also arrange counselling sessions on other holidays in consultation with the learners. Apart from this, the study centres can arrange counselling sessions for the learners on weekdays too on the request of the learners. At least 15 counselling sessions for each course in the semester system. The University has organized capacity building

programmes, workshops and training programmes for the Coordinators and Counsellors from time to time. Experts from STRIDE-IGNOU as well as in-house faculties are also engaged as resource persons in such programmes. The Head Quarter i.e., DODL, D.U. also offers counselling sessions for the learners enrolled in various programmes. The faculty members of the University as well as experienced teachers from other educational institutions conduct these counselling sessions. Both face-to-face counselling and technology-aided counselling are provided to the learners in the study centres as well as in the head quarter. DODL, D.U. conducts pre-admission counselling through different modes and means. Again, Induction Programmes are also held at the study centres for the newly admitted learners. The Directorate has always emphasized and encouraged the use of ICT in learning process. Some of the important ICT based initiatives of the Directorate for its learners include Community Radio Service Gyanmalinee FM 90.8 and Moodle LMS. The faculty members of the University also provide counselling support to the learners through Google Meet. During the preceding year academic counseling sessions for theory and practical were held for the enrolled learners at DODL, D.U. as per the mandate of UGC-DEB.

File Description	Document
Any additional information	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Response:

The LNB Library is one of the pioneers of library automation in the North East India and started automation programme in the year 1997 with the application of CDS/ISIS. The database was migrated to SOUL software provided by the INFLIBNET Centre, Gandhinagar, in 2003. Since then, the library is providing Online Public Access Catalogue (OPAC) to the user community. In the year 2010, the SOUL software was upgraded to the SOUL 2.0 with newer features like MARC 21 and Web-OPAC. At present, 5 modules of library management viz., Accessioning,

Classification, Cataloguing, Circulation and Serial service have been computerized. Besides, the library has developed three main databases:

These are -

(a) Books Database

(b) Theses Database

(c) Serials Holding Database

Moreover, there are more than 8,500 current peer-reviewed e-journals with 10 years back files and more than 11 databases are made available from the UGC-Infonet Digital Library Consortium, provided by the INFLIBNET Centre, an IUC of UGC. A MoU has also been signed with the INFLIBNET Centre for uploading ETD to the *Shodhganga*, an initiative of INFLIBNET

Centre of national database of electronic thesis and dissertations. There is also DELCON Consortium, provided by the DBT which have made available more than 1500 peer reviewed online journals from reputed publishers. All these are accessible through the University website and Campus LAN.

The initiatives for digitization were started in 2015 by signing a MoU with the INFLIBNET Centre on 17/06/2015 for “Uploading of Electronic Thesis and Dissertations (ETD) at the *Shodhganga*, and for financial assistance for ETD Labs, Digitization of Retrospective Thesis and Anti-Plagiarism software under Shodhganga Project”. As there was delay in getting financial assistance from UGC under Shodhganga Project, Dibrugarh University passed a resolution on 25/01/2018, in its 100th Library Advisory Committee Meeting convened on 20th January 2018 for sanctioning an initial cost of Rs.25,47,450/-.

File Description	Document
Upload any additional information	View Document

4.2.2

Institution has access to the following:

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

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	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: 73.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
108.30	89.65	25.64	34.55	110.29

File Description**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: 0.82

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 42

File Description**Document**

Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)

[View Document](#)

4.3 IT Infrastructure**4.3.1**

Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 62.96

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 119

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

4.3.2**Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility****Response:**

The University has a well defined IT Policy. The objective of this policy is to formulate a systematic approach to the overall Information Technology (IT) resources used by the administration, faculty, and students at Dibrugarh University. The policy looks at acquisition, maintenance and disposal of the IT resources along with various user guidelines and responsibilities. The University provides measures for information and network security from unauthorized access and any kinds of damage. The Computer Engineering branch and the USIC helps the faculty members and students to counter threats and security violations. Security measures such as - Firewalls, UTM (Unified Threat Management) and Quick Heal Antivirus with license are in place. The University IT Policy has provisions for Hardware & Software Management, Website & Email Management, Web Users, Content Contributors, Authorized Users, Data Entry Operator, Department Web Administrators.

Developers, Web Administrator, Website Technical cum Monitoring Committee, Email, Internet and Intranet, Proxy-Server Privacy, Privacy of Passwords of the UCN Users, Security, Network Access and Monitoring, Switches and Other Network Devices, Connecting other ISP networks to UCN LAN, VPN and ssh access to UCN LAN, Internet Access, User Account and Password to access Internet and IT Services, User Account Surrendering, Termination, Cyber Law & E-Security, and protection of confidential data. The budgetary provision for IT facilities of the University amounted to Rs.131 Lakhs during the F.Y. 2021-22 which covered procurement of hardware facilities, laying new internet connectivity, maintenance of domain, server etc.

File Description	Document
Upload any additional information	View Document

4.3.3**Student - Computer ratio (Data for the latest completed academic year)****Response:** 9.58

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

4.3.4

Available bandwidth of internet connection in the Institution (Leased line)

Response: A. ?1 GBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5

Institution has the following Facilities for e-content development

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Links of photographs	View Document

4.3.6

Percentage of the rooms and seminar halls of the DDE with ICT enabled facilities (data as on date)

Response: 100

4.3.6.1 Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)

Response: 8

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

4.4 Maintenance of Campus Infrastructure

4.4.1

Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 4.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
185.91	125.11	149.56	118.83	253.58

File Description	Document
Audited statements of accounts	View Document

4.4.2

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

Response:

The University has a branch known as Planning and Construction (P&C) Branch comprising of civil, electrical, water supply, and other functions. This P&C Branch manages, oversees and monitors the University's infrastructure.

Specific initiatives taken by the University and Office of the Estate Officer include the following:

- Plantation throughout the sprawling campus
- Trees tagged with Botanical and common names
- Main avenues of the campus studded and set with Ficus religiosa L., Caesalpinia pulcherima, Delonix regia which provide the campus with a good ambience.
- Making the Campus a Tobacco-free zone and displaying signposts in prominent places.
- Making the Campus a Ragging-free zone
- Ensuring that the Campus roads remain rubbish-free and plastic-free
- Ensuring Security on the campus 24 x 7

- Departments display eco-friendly posters towards saving water and electricity.
- There are several committees constituted to oversee and improve the physical state of the University.

The University has appointed an Estate Officer who is assigned the specific responsibility to coordinate with the Registry and the Planning and Construction Department for the overall maintenance of all University facilities.

The Planning and Construction (P&C) Branch of the University maintains the infrastructure facilities. It has a good number of electricians, plumbers, carpenters and other personnel who provide their best for round-the-clock service of the departments, office, hostels and quarters.

- In every department and centre, a member is assigned to monitor the laboratories and equipments
- In the Administration, members are assigned to look after vehicles
- Gardeners (Malis) are assigned to look after the gardens
- The Controlling officer of different branches and HoDs supervise all the facilities.
- The Estate Officer is assigned to supervise over the recreational park.
- Annual Maintenance Contract is in place for most of the services and equipments.
- The USIC is entrusted for overall monitoring and maintenance of the Laboratory facilities.
- Several committees constituted including Committee for Construction and Monitoring oversee and improve the physical state of the University.

Maintenance of Computers and Accessories:

- Computer software is protected by installing the Antivirus software.
- The USIC takes care of maintaining the computer hardware and their accessories.
- Computers and accessories are maintained in all the Departments and Centres and the technical staff of the USIC gives service to the maintenance.
- There is a provision of Annual Maintenance Contact (AMC) with companies. It facilitates the maintenance of the system and electronic gadgets.

File Description	Document
Policy details of systems and procedures for maintenance and utilization of physical, academic and support facilities – laboratory, library, sports complex, computers, classrooms, etc.	View Document

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 institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 9.17

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)

2021-22	2020-21	2019-20	2018-19	2017-18
870	803	98	256	101

File Description

Document

Upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2

Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 12.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	192	450	1984

File Description

Document

Institutional data in prescribed format

[View Document](#)

5.1.3

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

- 1. Soft skills**
- 2. Language and communication skills**
- 3. Life skills (Yoga, physical fitness, health and hygiene)**
- 4. Awareness of trends in technology**

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
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
Details of student grievances including sexual harassment and ragging cases	View Document

5.1.5

Activities undertaken by DDE for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at DDE

Response:

DODL, D.U. conducts pre-admission counselling through different modes and means. Again, Induction Programmes are also held at the study centres and headquarter for the newly admitted learners. The faculty members of the University also provide pre-admission counselling support to the learners virtually. The faculty members of various disciplines provide online information to the learners through various online platforms. For this purpose, various groups for learners have been created through WhatsApp. Apart from that, walk-in pre-counselling mechanism is also in place where enrolled or prospective learners can approach the faculty members or administration regarding various academic or administrative issues. The Directorate conducts induction meet for the newly admitted learners to apprise them about the modalities and philosophy of distance learning along with the important regulations of the University pertaining to the distance learning.

In the Induction meet the positive aspects of Distance Learning System and the network of study centers of DODL, D.U.

for reaching out to remote parts of the state under DU jurisdiction are highlighted as a part of continuing learning.

During the COVID period the induction meet was held virtually via you tube (<https://youtu.be/REZmKAqmq8A>) and Zoom platform.

File Description	Document
Relevant information on activities undertaken at DDE	View Document

5.1.6***The status and process of online admission including payment of fees at DDE*****Response:**

After verification of the credentials of the learner, admission is finalized through the Student Registration

System portal (<https://regn.placemarks.online>). The system captures important inputs viz. Name of the Candidate, Father's Name, Programme, D.U. Registration Number, Gender/Sex, Birth Date, Admission Date,

Phone Number, Email, Category, Government Identifier and Number, ABC ID etc. Candidates deposit the

fees through bank transfer. Finally after validation of all the data, Unique Identification Numbers are generated online and shared with the study centers and learners.

File Description	Document
Online Admission and related activities at DDE	View Document

5.1.7

Strategy followed by DDE for dispatch of study material to learners

Response:

The Directorate has established clear protocols for creating e-learning content and disseminating it to Study Centers and Individuals. Both printed copies and digital versions of the self-learning materials for independent

study are made available to students by the Directorate. Self-Learning Materials are freely accessible on the Directorates' official website. Dibrugarh University holds that its intellectual resources should be open to the public. The learner support centers under the Directorate collect the study material after completion of admission process and submission of relevant documents to the Directorate. In the event that a student is having trouble, they can attend a recognized study center affiliated with their university and obtain an SLM there. The university makes sure that the distance education student has immediate access to the self-learning material, so they can get a head start on the learning process and have any questions answered during the counselling sessions.

File Description	Document
Material dispatch related activities at DDE	View Document
Any other relevant information	View Document

5.1.8

Modes employed by DDE to attend to learners' queries

Enlist the approaches given below, used by the DDE to attend to learners' queries:

- 1. Automated interactive voice response system*
- 2. Call centre*
- 3. Online Help Desk*
- 4. Social media*
- 5. App based support*
- 6. Chat Box*

7. *E-mail Support*
8. *Interactive radio counselling*
9. *Teleconferencing*
10. *Web-conferencing*
11. *Student Services Centre/ Inquiry Counter*
12. *Postal communication*

Response: B. Any 6-7 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document
Web-link to Online Help Desk, App based support, Chat Box, Interactive radio counselling, Web-conferencing, Student Services Centre, any other at DDE	View Document

5.1.9

Average percentage of grievances received at DDE and redressed over the last five years

Response: 100

5.1.9.1 *Number of grievances redressed at DDE year-wise over the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	7	8	5

5.1.9.2 *Number of grievances received at DDE year-wise over the last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
8	10	7	8	5

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document
Web link to Grievance Redressal Mechanism Committee for learners at DDE	View Document

5.2 Student Progression

5.2.1

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

Response: 30.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
281	271	191	208	171

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

2021-22	2020-21	2019-20	2018-19	2017-18
696	712	745	824	768

File Description

Document

Upload supporting data for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.2.2

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

Response: 8.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
328	168	140	82	99

File Description	Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.3

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

Response: 16.08

5.2.3.1 Number of outgoing student progressing to higher education.

Response: 319

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

5.2.4

Percentage of learners enrolled at DDE in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar

Response: 100

5.2.4.1 Number of newly enrolled learners submitted assignments at DDE in the preceding academic year

Response: 6362

5.2.4.2 Total number of newly enrolled learners at DDE in the preceding academic year

Response: 6362

File Description	Document
List of programmes on offer at DDE	View Document
Institutional data in prescribed format	View Document
Web-link to academic calendar of the DDE	View Document
Web-link of assignments of programmes on offer at DDE	View Document

5.2.5

Percentage of learners enrolled at DDE in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination

Response: 58.34

5.2.5.1 Number of freshly enrolled learners passed of DDE in the preceding year

Response: 2208

5.2.5.2 Total number of freshly enrolled learners in term end examination of DDE in the preceding year

Response: 3785

File Description	Document
List of programmes on offered by DDE	View Document
List of learners (only freshly enrolled)who have passed term end examination of DDE	View Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document
Web-link of examination schedule of DDE	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 events (award for a team event should be counted as one) during the last five years.

Response: 34

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	18	5	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

5.3.2

Presence of Student Council and its activities for institutional development and student welfare.

Response:

The Dibrugarh University has a student council named – Dibrugarh University Post Graduate Students Union (DUPGSU). It is a recognized student’s council of the University. It has its own

Constitution. Responsibilities, powers, functions, tenure, election process, constitution of the council etc., are all laid down in the constitution. The Office of the DUPGSU has 17 (seventeen) portfolios, such as: President, Vice President, General Secretary, Assistant General Secretary, Debating & Symposium Secretary, Volleyball Secretary, Football Secretary, Common Room Secretary(Girls), Social Service Secretary, Sports Secretary, Magazine Secretary, Cultural Secretary, Literary Secretary among a few others. They are advised and guided by the faculty members. The DUPGSU is funded by the student’s contributions and financial assistance is also provided by the University. Elected candidates holding various portfolios look after the curricular and co-curricular activities. They try to address the grievances of the students democratically and function as a Channel of Communication between the University Administration and the Students. They are also engaged in NSS activities, and taking part in social outreach activities/extension activities.

Students are representatives of administrative and academic bodies/committees. These includes:

- The University Court
- Internal Quality Assurance Cell
- Hostel Management Committee
- Anti-Ragging Committee
- Vigilance Cell
- Gender Sensitization Complaint Committee for Sexual Harassment (GSCASH)
- Various Committees constituted from time to time.
- Administrative activities as and when required.

File Description	Document
Upload any additional information	View Document

5.3.3

Average number of sports and cultural events / competitions organised by the institution per year

Response: 13.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
12	7	21	18	10

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

5.4 Alumni Engagement

5.4.1

The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The University has registered Alumni Associations for Departments and Hostels. Alumni Associations offer help and support to the University and the Departments in the following ways:

(i) Provide guidance to the students for industry visits.

On 21st of May, 2022 (Saturday), the 4th semester students, research scholars and faculty members of the Department of Commerce, Dibrugarh University visited the Dihing Patkai National Park, Digboi Forest Division, Soraipung range to explore the various aspects of tourism industry. The resource persons of the Industrial/Academic field visit were alumni Dr. Deborshee Gogoi of the Department of Commerce, Dibrugarh University, (M.Com 2004-2006), and Mr. Gauri Borgohain, from Digboi College.

(ii) Motivate students through counseling.

Samannay – the CMSDU Alumni Association of Dibrugarh University organized a Workshop on

Physical and Mental Health for Budding Managers on June 4, 2022. The workshop was conducted by Dr. Monprativ Barooah, Chief Medical Officer, Oil India Limited Hospital, Duliajan.

The Department of Applied Geology has been conducting an online lecture series named Our Technocrats Our Pride since 2020 wherein eminent alumni from various organizations especially from the Oil Industry provide counselling to the students.

(iii) Donate books to Central Libraries and Departmental Libraries.

In the Centre for Management Studies, Dibrugarh University, 53 Alumni donors provided 299 books to the library of the Centre.

(iv) Conduct Annual General Body meeting and re-union meets in Departments and Hostels.

The second annual Alumni Day celebration was held in Electronics and Communication Engineering Department, Dibrugarh University Institute of Engineering and Technology on 14th of June 2022 in blended mode. The main aim of the Alumni Day celebration was to unite maximum number of ex-students and register them in the Alumni family of ECE department.

The Department of Commerce, Dibrugarh University has celebrated its glorious 42 years of its existence on the 3rd November 2020. Due to the pandemic situation, the department has celebrated its Foundation day in a series of events ranging from cultural events to that of alumni meet and most illustrated 2nd ARM Rehman Memorial Foundation Day Lecture on online mode.

(iv) Help creating endowment scholarship for students who top the Examination.

Dr. Jatin Mipun Endowment Award is conferred to the student with the Highest Marks in the 1st and 2nd semesters in Sociology in M.A, Dibrugarh University.

Former B.P. Ed. Students of batch 2018-20 and 2019-21 of CSPES, D.U. donated a portable Sound System to the Centre for Studies in Physical Education and Sports on 06.06.2022.

(v) Alumni Feedback (views, opinions, suggestions) is obtained from the alumni who are employed in Industries, Research Institutes and Academic Institutions. Their feedback is taken and discussed in the meetings of the Departmental Management Committee /BoS/DRC meetings and these are recommended to the appropriate authorities for ratification.

5.4.2

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

Response: E. <5 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Vision

To develop human resource by integrating knowledge and skill, human values and compassion for a better world.

Mission

To impart value oriented education and skill based training that foster leadership traits of the learners, thus generating sustainable development, social harmony and peace.

Goals

- To inculcate the spirit of enquiry in the teaching-learning process through appropriate pedagogy and ICT
- To provide the students with an environment for critical thinking, for negotiating multiple perspectives and for creative problem solving
- To promote teaching, learning and research with multidisciplinary and cross-disciplinary approaches in the existing courses and to explore awareness for offering new programmes with such perspectives
- To enable students appreciate and understand social perspectives through engagement in extension services, cultural activities and action research
- To forge alliance with the industries for enhancing Industry-Academia interface.
- To undertake such programmes and activities which will instill in the young minds a deep sense of

respect for their national heritage, culture and humanism

- To promote women's education and women's studies
- To attract international students and to promote international collaborations for teaching, learning and research
- To promote innovation and entrepreneurship among the students

The Strategic Plan of the University seeks to improve Quality, Planning, Finance, and Governance processes to support planned growth, research excellence, an outstanding student and staff experience, transparency, and public trust.

1. Develop professionalism of our finance and governance functions to ensure excellence
2. Enhance quality assurance and quality enhancement processes and strengthen the link between quality enhancement and strategic planning.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

The Vice Chancellor is the Head of the institution. According to the Dibrugarh University Act, 1965, he is the Chief Academic Officer of the University. He is assisted by the Deans, the Registrar, the Controller of Examinations and the Director, College Development Council, in all academic and administrative matters.

The Court, the Executive Council, Finance Committee and Academic Council are the key policy-making Authorities of the University. The Board of Studies and the Schools headed respectively by the Heads of the Departments and the Deans, are the other bodies where all the important academic decisions are taken as and when required and necessary.

Participatory management has been practiced in the university at all levels. At the level of the Departments/Centers, suggestions from all faculty members are taken into account for curricular design, teaching-learning and evaluation process, etc. through the Departmental Management Committee and Board of Studies.

In statutory bodies like the Court, representative from faculties, students and members from the Civil Society participate in the decision-making process. Constitution of Committees for Examinations, Construction and Monitoring, Anti Ragging, Hostels, For Prevention of Sexual Harassment, etc ensures participatory management in the affairs of the University.

Academic Management in the Collegial System

Dibrugarh University is an affiliating University with 175 colleges spread across 9 (nine) districts. Improvement of the academic standards of the colleges is of paramount importance to the University.

This aspect of the academic governance has assumed much greater significance in the context of the necessity to implement the academic reforms for the higher education sector. In a move towards, strengthening the academic governance of the Colleges, the College Development Council of the University has been consolidated with induction of twenty four members with allocation of specific portfolios to the members through formation of various committees on implementation of Academic Reforms, Infrastructure Development with the UGC and RUSA fund, Sports facilities, *etc.*

The mechanism of Sudden Visits by University appointed senior faculty members to the colleges to monitor the conduct of the Examinations is in force.

The College Development Council of the University assigns specific task of academic review in the colleges to a committee comprising of a few members which submits its reports to the Council for discussion and recommendation of appropriate measures to the University Moreover, the affiliated colleges and institutions affiliated are to give feedback in such platforms as the Executive Council, University Court, Academic Council, PG and UG Boards and through members' participations in Boards of Studies of Departments/ Centers. The University introduced the concept of Micro Management of the affiliated Colleges by clustering them in

three clusters.

The Vice Chancellor along with senior faculty members of the University and the Director, College Development Council regularly interacts with the Principals and other teachers of the Colleges on various academic issues. Suggestions/opinions forwarded by the Principals, teaching and administrative members of the affiliated colleges are taken into consideration in the decision-making processes of the University.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

Dibrugarh University prepared its first Perspective Plan in 2015 for the next ten years.

Under this Plan new courses have been introduced such as Intellectual Property Rights (IPR), Human Rights, Wildlife Photography, North East Studies, certificate courses in Mising, Deori, Bodo and Tai language. Three interdisciplinary courses - Brahmaputra Studies, Gender Studies and Climate Change, Adaptation and Prediction have been introduced.

Under this Plan the University has partnered with the State Government and the UNICEF for extending the activities under the national mission of Swacch Bharat. Already Health and Sanitation Clubs have been established in 29 Colleges of the Dibrugarh District. The University extends its services to Five Gram Panchayats encompassing 35 villages.

Under this Plan the internationalization vision of the University has attracted several international students from various countries. As a result of its strategic move in this direction the University today has 32 international students pursuing different courses from UG to the PhD.

The Strategic plan (2021-2031) of the University focuses on building research capability and research culture of international quality and outlook. Pursuant to this provision for publication of research work amounting to Rs. 12.05 Lakh has been proposed in the annual budget for the financial year 2023-24.

To encourage multidisciplinary research as per the Strategic Plan of the University an amount of Rs. 25 Lakhs has been proposed in the annual budget for the financial year 2023-24.

In pursuant of the Goal 4 of the Strategic Plan under the headings outreach programs, ICT based teaching and research, provision for conducting symposia, workshops, conferences, the need for offering scholarship/honorarium/visiting fellow/professor and implementation of NEP an amount of Rs. 256

Lakhs has been earmarked.

As per the Strategic Plan to enhance digital learning 17 Smart Classroom provisions have been made across the departments of the University and the Learning Management System (LMS) Moodle is functional. The recent availability of digital resources for learning has made learning more individualized, creative and dynamic. The teachers' familiarity with Learning Management Systems (LMSs) and other available e-resources promote learner centric education.

The University promotes online education through the Electronic Multimedia Resource Centre. Currently three courses have been developed by the faculty members and are being offered. Another four courses are being developed and will be offered from July 2023.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

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:

According to the Dibrugarh University Act, 1965, the Vice Chancellor is the Principal Executive and Academic Officer of the University. He is assisted by the Registrar, Controller of Examinations, Deans of all the faculties, Dean of R&D, Dean of Student Affairs and the Director, College Development Council in all academic and administrative matters. The Executive Council and the Academic Council are the supreme decision-making bodies. The Vice Chancellor is the chairman of these bodies. The members of these councils express their views and suggestions for the smooth functioning of the University in the periodic meetings.

The Board of Studies, School Boards, Research Council, Postgraduate Board and Undergraduate Board are the other bodies for taking all important academic decisions as authorized by the University Statute. The decisions of these bodies are approved in the Academic Council and then the approval is accorded in the Executive Council. Thus, the process ensures democratic functioning of decision making at all levels. The University has a well knit administrative machinery. There is adequate delegation and decentralization of authority to the Deputy Registrars, Assistant Registrars, Section Officers, etc. Thus, both the top-down and bottom-up approaches are used to effectively implement policies and programmes in the university.

Departments are provided with autonomy in the matter of admission of the students to different academic

programmes. Departments admit students based on merit and on the accepted reservation policy. With respect to designing a new course/ revising the existing curriculum, or inducting appropriate Experts in the Boards of Studies and examinations, the academic departments exercise their autonomy.

The Departments/Centres also have autonomy in undertaking research projects and consultancies, organizing workshops and conferences and following innovative methodologies for evaluation of students' performances. The academic activity of the Departments and the faculty members are published in the quarterly R&D Newsletter, Bi-annual The DU Gazette and the Annual Report of the University which raises accountability of the Departments.

File Description	Document
Any additional information	View Document
Link to Organogram of the University webpage	View Document

6.2.3

Institution Implements e-governance covering following 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	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

Response:

Performance appraisal system and promotional avenues

- As per the provision of the UGC regulations Performance Based Appraisal system is followed. The self-appraisal reports obtained from the teaching staff are analyzed by a committee constituted for deciding on promotion of teachers to different stages. In case of non-teaching staff, annual confidential reports of the Head of the Departments are analyzed for consideration of promotion. The IQAC plays a major role in assessing the self-appraisal reports and academic activities of the departments/centres.
- Feedback on teachers performance is collected from students by the IQAC and is provided to the teachers through the Head of the departments.
- To encourage high performing teachers in terms of teaching, research, innovation and non-teaching staff, the IQAC has initiated a felicitation award ceremony.
- Regular feedback on the performance of the non-teaching staff is collected from the controlling officers.

Welfare Measures

- Dibrugarh University has a well-equipped Health Centre with ambulance facility and two resident doctors.
- The University provides leave for pursuing higher studies to the faculty members.
- The University has a staff cooperative society, staff associations and staff canteens.
- The University provides residential quarters for both the teaching and non-teaching staff.
- The University also has a policy of reservation of seats in the postgraduate departments for the wards of the staff to pursue higher education.

- Medical assistance is also provided to all the teaching and nonteaching staff.
- Conveyance facility is provided for the staff of the University to and fro the campus and the town.
- In case of unfortunate demise of an employee, compensatory appointments are provided to the next of kin.
- The University has a state of the art Guest House that is available to the University staff and students at a subsidized rate.

File Description	Document
Any additional information	View Document

6.3.2

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

Response: 3.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	16	12	23

File Description	Document
Institutional data in prescribed format	View Document

Other Upload Files

1	View Document
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6.3.3

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

Response: 11.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	15	16	10	7

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 13.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	41	73	41	19

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The University claims statutory grants and gets it reimbursed from the State Government from time to time. Additional resources in terms of development grants are received from the UGC.

Research funds from the UGC, DST, DBT, ISRO, ICSSR etc. are also mobilized through specific proposals.

Grants for research and infrastructure through DST-FIST, UGC-SAP are also obtained by various academic departments by submitting proposals.

Further, a considerable amount of financial resources is mobilized from 18 self-financing academic programmes.

The University also earns a good amount of revenue from its Distance Education programme. Industry and corporate collaborations are also encouraged for resource mobilization.

6.4.2

Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 5160

6.4.2.1 Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1000	2235	1925

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.4.3**Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)****Response:** 0

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

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

6.4.4**Institution conducts internal and external financial audits regularly****Response:**

The institution undergoes different layers of financial audits which are stated hereunder :

1. Internal Audit : - The Internal Audit branch is responsible for examining all bills, files that involve any kind of financial implications. In other words, all such files are routed through the internal audit for appropriate accountability.

2. Statutory Audit : The University appoints a Chartered Accountant firm for proper monitoring of financial management of the institution. The firm is assigned with the responsibility to audit all the aspects and prepare statement of accounts viz. Income and Expenditure Account and Balance Sheet for each financial year. Accounts of the University have been prepared and submitted before statutory bodies upto F.Y. 2019-20.

3. AG Audit : Being a public institution, the accounts are regularly examined by the Government Auditor i.e. AG Auditors. The auditors are appointed by the Accountant General and they audit various aspects of the accounts. Accounts upto the F.Y. 2019-20 have been audited by the AG Audit.

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 by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.

Response:

The Internal Quality Assurance Cell, Dibrugarh University has been very actively engaged in the duties and responsibilities bestowed upon as mandated by NAAC Guidelines. During this period, the IQAC has taken up various initiatives related to quality enhancements in the following ways:

- Extension Services
- Promoting research activities
- Students Welfare through updated curriculum and provision of soft skill training
- Graduate Attributes
- Quality monitoring including stakeholders feedback
- Quality Improvement and Regulatory initiatives for Quality Assurance such as monitoring promotional/career advancement of faculty
- Promoting sustainable development as a framework for the University stakeholders in all their engagements and activities.

As part of its regulatory initiatives for Quality Assurance, the IQAC has formulated the following policies which have been approved in the 345th Executive Council Meeting held on 23/03/2021 and 24/03/2021:

- (i) Consultancy Service Rules
- (ii) Dibrugarh University Policy for providing Incentives to Faculty Members for Research
- (iii) The Dibrugarh University Internationalization Policy

- (iv) Entitlement to Undertake Private Work Policy
- (v) Dibrugarh University Environment Sustainability Policy
- (vi) Dibrugarh University e-Governance Policy
- (vii) Dibrugarh University Policy for Promotion of Academic Integrity and Prevention of Plagiarism
- (viii) Student Charter
- (ix) Intellectual Property Rights Policy
- (x) Dibrugarh University Policy and Standard Procedure for Donation, Financial Assistance and Contribution received from Non-government Bodies, Individuals, Philanthropists, etc.

File Description	Document
Any additional information	View Document

6.5.2

Institution has adopted the following for Quality assurance

1. Academic Administrative Audit (AAA) and follow up action taken

2. Confernces, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4. Orientation programme on quality issues for teachers and students

5. Participation in NIRF

6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: A. Any 5 or more of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of University	View Document

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

Quality Enhancement Initiatives in:

(a) Academic Domain: (i) Proposed to introduce Audit courses in Self Defense for Girl Students, Yoga, North East Studies, Ethics, etc. and the proposal has been approved by competent authorities.

(ii) Student Learning Outcome (SLO) for the University has been prepared and submitted on 16/08/2021 as a Guiding Principles for implementation of its institutional goals in the light of National Education Policy 2020

(iii) Developed a fully confidential, automated Student Feedback System of the University

(iv) Developed Teacher's Feedback, Employer Feedback, Employee Feedback, Parent's Feedback and Library Feedback Systems for the University.

(v) Grammarly, Language Editing Software has been activated since March 2021.

(vi) Procured a Remote Access Software for the Central Library.

(viii) Proposed the setting up of 17 Digital Classrooms in the Departments and the proposal has been successfully implemented.

(b) Administrative Domain:

(i) A Quality Assurance Handbook has been prepared and the Handbook has been approved by the Honourable Executive Council in its 346th Meeting held on 12/08/2021

(ii) Process of ISO Certification and Energy Audit has been completed during this period.

(iii) Internal Carbon and Green Audit has been conducted and the report has been accepted by the Executive Council for implementation.

(iv) Green Audit has been conducted and the report has been accepted by statutory bodies.

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 authorities of Dibrugarh University have been very sensitive towards promotion of Gender Equity in the campus.

Dibrugarh University ensures women teachers, students and officers are present in all important policy-making and administrative committees.

The University has a UGC Centre for Women Studies which has been the second of its kind in the entire North-east India. The centre organizes seminars, workshops and awareness programs on gender equity. The Centre offers an MA Programme on Women's Studies.

Safety and Security

Women deans, heads and chairpersons of teaching departments and centres have created a safe academic environment for female students.

The University has a 24x7 security setup with women security personnel to ensure security to women in the campus. At strategic points in the campus, CCTVs are installed to keep surveillance.

Nine hostels for girl students are available in the campus.

Counseling

The Centre for Studies in Applied Psychology provides counseling when in need. The Internal Complaint Committee for Sexual Harassment of Women proactively addresses the complaints of sexual harassment in the campus.

Common room

The University has a separate common room for Girl students. The Girls' Common Room Secretary of the DUPGSU conducts separate competitions for Girl students in the annual Varsity Week.

Daycare Centre

The Day Care Centre "Ankuran" provides a safe and secure place for the children of university employees. The Day Care Centre also houses a play school for imparting preliminary education to the children of employees of the University.

Radio Gyanmalinee (Community Radio Station): Gyanmalinee broadcasts a program called MITALI which is a Program on Women Empowerment.

- Program based on women.
- Total program=96
- Approximately 100 no. women participated
- Women empowerment has been the main objective.
- Women shared their thoughts, ideas, creativity, various problems, etc

This program emphasized the rights of women and gender equality.

An interdisciplinary course on Women's Studies has been introduced in the University which is aimed at studying women's issues from multiple perspectives.

File Description	Document
Annual gender sensitization action plan	View Document

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: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

There are several waste management techniques that are being adopted in the Dibrugarh University Campus. Following are the initiatives taken by the University in this regard:

A number of segregation dustbins are installed in various locations within the Campus for the purpose of collection of waste to keep the campus clean. University has signed a Memorandum of Understanding with an NGO named 'Prayash' for collection of waste from the University campus.

Most of the solid and non-biodegradable waste are taken away by Prayash to the Solid Waste Management Plant being run by District Administration and the organic and biodegradable wastes are consumed by the University's own Vermi-Compost Project. The University further takes initiative to cut down use of paper and plastic in the Campus.

Old furniture and equipment are auctioned regularly.

Hazardous Waste Management

- Bio/chemical/Medical waste is collected by professional agency and disposed off in a scientific manner.
- Sewage is carried away by proper drainage system (in University Buildings, Hostels and Community quarters).
- Green protocols for experiments are being developed
- The University has a Vermicompost Unit.

E-Waste Management

All dysfunctional computers and other electronic gadgets are auctioned to vendors through a Committee constituted by the University.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View 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: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	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: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	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: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	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: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	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:

(i) The National Education Policy recognizes that “making quality higher education available to all individuals must be among the highest priorities.” The facets of such exclusion need to be identified and addressed. We recognize that a strategy of excellence through equality and diversity, and inclusion creates opportunities to establish the practices required to have genuinely inclusive Socio-Economically Disadvantaged Groups.

The Strategic Plan of the University aims at

1. Striving to be a genuinely inclusive university committed to human rights, social justice, and equality
2. Supporting access, participation, and success for students from diverse backgrounds.

(ii) A trip to Pashighat, Arunachal Pradesh for the Foreign Students was organized on 10.01.2021 as part of the cultural exchange activities.

- (iii) The University has an Equal Opportunity Cell constituted by faculty members from the minority communities.
- (iv) The University has statutory reservations for communities such as SC, ST, OBC, Moran, Matak, Tea tribe, etc.
- (v) The University has also provided for reservation of seats for students belonging to the Economically weaker section.
- (vi) The university also reserves seats for the students of neighboring villages.
- (vii) The University organizes cultural events reflecting the diversity of cultural practices of the different communities of the state and the nation.
- (viii) The Office of International Affairs, Dibrugarh University in association with Indian Council for Cultural Relations, MEA (Govt. of India) has successfully organized the ICCR Foundation Day and International Students' Conclave on 9th and 10th April 2021 at Dibrugarh University. Twenty Three (23) no. of foreign students, studying in various Universities of North East participated in the event.
- (ix) The Community radio station of Dibrugarh University – Gyanmalinee, FM 90.8 is one of the most prominent and engaged entities of the University, which provides outreach to the community about all the SDGs. It broadcasts SDG related shows on a plethora of issues, including but not limited to health (SDG-3), education (SDG-4), problems faced by women (SDG-5), senior citizens, children, tea garden communities, and ethnic groups (SDG-1,4), and innovation (SDG-9). It has also included collaborative programs with non-governmental organizations and undertakes community service programs including literacy (SDG-4) and health-related programs such as awareness generation on the importance of vaccination (SDG-3).
- (x) Research is carried out on the culture, history, languages of the minority communities of Northeast India by the departments of Anthropology, Assamese, History, Centre for Language Studies and the Centre for Performing Arts.

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 University celebrates important national days such as Independence Day, Republic Day, Gandhi Jayanti, to instil constitutional values in students.

The University organizes different programs, seminars and discussions to generate awareness among the students about the values, rights, duties and responsibilities of citizens.

Through the participation, the students become aware of the diversity of the Indian culture and value system and develop a sense of respect to this diversity.

The NSS and NCC wing of the university organizes outreach programs for the volunteers and cadets inculcating in them the values, duties and responsibilities.

The University celebrates International Day of Yoga, World Environment Day and Constitution Day.

Various initiatives under the Swachh Bharat Key Resource Centre are regularly carried out in and around the campus. The Mahatma Gandhi National Council of Rural Education(MGNCRE), the Ministry of Education in Government of India recognizes "DIBRUGARH UNIVERSITY" as one of the Exemplary Performers in Swachhta Action Plan (SAP) Green Campus Initiative 2020- 2021.

File Description	Document
Details of activities that inculcate values necessary to render students in to responsible citizens	View Document

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: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11

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

Response:

- National Science Day has been regularly organized.
- Days of national importance such as Independence Day, Republic Day, Gandhi Jayanti, and festivals such as Diwali, Holi are celebrated with the participation of students, faculty and non-teaching staff of the University.
- The Department of Anthropology conducts field projects to understand the issues of the Scheduled Castes, Scheduled Tribes, Tea Tribes and other minority communities in the neighbouring areas of the university.
- The Community Radio of Dibrugarh University, Radio Gyanmalinee broadcasts programs related to women empowerment, sociocultural issues of the communities in the regions surrounding the University.

File Description	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:

- **Title of the Practice:** Internationalization

- **Objectives of the Practice:** To establish a framework for the development and integration of internationalization in the University's strategy, organization, diversity, culture and governance.

- **The Context:** Internationalization applies to and integrates across curriculum content and development, research and scholarship, student orientation and experience, staff and staffing, commercial and service delivery. It also provides a guiding context of the vision and mission of the university. The Internationalization policy applies to all the teachers, employees and students of the university and also members of the university's authorities. It also provides a framework for the university's partner institutions to operate in when they are dealing with university programs.

- **The Practice:** The internationalization efforts, activities and initiatives at Dibrugarh University will be carried out by the Office of the International Affairs, Dibrugarh University. The responsibilities of the office will be to further strengthen university's global footprint.

The office looks after the following issues of international student admissions and student events, initiatives and collaborations:

- Develop a clear and focused strategic student enrollment plan.
- Provide an easily accessible web based information for selection of international students
- Enhance promotional activities
- Encourage incoming/outgoing student mobility to international areas of activities
- Encourage professional development of teachers and staff by engaging them in international research projects and international faculty development programs
- Enhance the access to external funds by applying for various externally funded projects
- Enhance inflow of international expertise and perspectives through investment in engaging visiting professors and fellows.
- Develop International student feedback system to improve academic, administrative and infrastructural resources necessary for assuring optimum international student experience.
- Continuously revise all curricula by benchmarking with the best universities abroad. Ensure a local and global context to all academic programs and courses thereby making a program truly global.
- Develop comprehensive regulatory evaluation and reporting framework to ensure that the internationalization strategy is successfully implemented.
- Expand the international Alumni Network to help build a strong reputation in key countries and regions.
- Encouraging the researchers/faculty members for schemes of international collaborations administered by various Government and non-government initiatives.

5. Evidence of Success:

(i) An international collaboration has been made in line with the National Education Policy, 2020 under the aegis of “Association of Indian Universities”.

(ii) The Dibrugarh University has received the Going Global Partnership Collaborative Grant of the British Council in collaboration with Queen’s University, Belfast ,UK; Tezpur University, Assam, and Bodoland University, Assam, under the initiative of office of the International Affairs, D.U. With this grant of 80,000 GBP, the Department of Mathematics, Dibrugarh University and the Department of Economics, Queen’s University will lead in designing and developing a multidisciplinary transnational course on Strategic Networks and Computations which will be complete by 2023.

(iii) A total of 23 international students were admitted in various academic programs at Dibrugarh University for the academic session 2021-2022

(iv) Ms. Eleonora Fanari, Ph.D. Research Scholar, Autonomous University of Barcelona, Spain is allied

as visiting fellow in the Department of Political Science, Dibrugarh University, Assam, India for her Ph.D. research.

(v) The following MoUs have been signed under the internationalization strategy of Dibrugarh University

1. Queen's University, Belfast under Going Global Partnership program of British Council
2. University of Haifa, Israel on teaching and Research
3. Chinese Academy of Sciences, Beijing with Applied Geology
4. Russian State University for the Humanities, Moscow, Russia
5. World Fragrance Organisation, South Korea for offering course on Korean Language
6. University of Ethiopia, Ethiopia on research in Pharmaceutical Sciences.

(vi) Dibrugarh University commenced a One Year Certificate Course in Korean Language under a Memorandum of Understanding with the World Fragrant Cooperation, Republic of Korea. Under this scheme, Prof. Heeseon Park is at Dibrugarh University as Visiting Professor to impart Korean language education to students from Dibrugarh and nearby areas. The World Fragrant Cooperation announced a scholarship of 1000 US dollars for the first batch of students.

6. Problems Encountered and Resources Required:

(i) Geographical remoteness of Dibrugarh University is a problem, but it is offset to some extent due to the railway station and airport in Dibrugarh.

(ii) Dibrugarh University is a state university with limited resources. However, it has been able to offer various facilities to international students thus far.

(iii) A hostel crunch was experienced in the last few years, but a new hostel to house international students is nearing completion.

2. Title of the Practice: ANALYSIS AND SYNTHESIS OF LOW RESOURCE LANGUAGES

Objectives of the Practice The objective of analysis and synthesis of low resource languages, such as Mising and Tai-Ahom, is to develop and improve methods and tools for accurately analyzing and synthesizing speech data in these languages. This can aid in the preservation and revitalization of these languages, the development of technology-based solutions for communication and education, and the

empowerment of local communities.

The specific objectives for analysis and synthesis of low resource languages in Assam may include:

1. Developing and improving methods for collecting and transcribing speech data in these languages.
2. Analyzing the phonetic, phonological, morphological, syntactic, and semantic features of these languages to better understand their structure and organization.
3. Developing and improving speech recognition and synthesis technologies for these languages to enable more effective communication and language preservation efforts within these communities.
4. Building linguistic databases and resources for these languages to aid in future analysis and synthesis efforts.
5. Collaborating with local communities, organizations, and experts to ensure that analysis and synthesis efforts are culturally and linguistically appropriate, and to promote the preservation and revitalization of these languages.

The Context: The analysis and synthesis of low resource languages in Assam, such as Mising and Tai-Ahom, pose unique challenges due to the limited availability of linguistic resources and the endangered status of these languages. These challenges include the lack of standardized orthography, limited speech data, and limited linguistic expertise in these languages.

The lack of standardized orthography makes the analysis of speech data challenging, as there may be inconsistencies in the writing system or lack of written resources altogether. This can affect the accuracy of transcriptions and the ability to analyze the phonetic and phonological features of the languages.

Limited speech data is another challenge in analyzing and synthesizing low resource languages of Assam. Collecting sufficient and representative speech data can be difficult, as there may be a small number of speakers or limited access to recording equipment. This impacts the development and evaluation of speech processing models, such as speech recognition and synthesis systems.

Furthermore, the limited availability of linguistic expertise in these languages poses challenges in accurately analyzing and synthesizing speech data. The lack of trained linguists who are familiar with the phonetics, phonology, morphology, syntax, and semantics of these languages hinders the quality of analysis and synthesis efforts.

Resources for analysis and synthesis of low resource languages in Assam are scarce. Access to linguistic databases, tools, and resources is limited, and funding for research activities, such as fieldwork and equipment, is challenging to obtain. Collaboration with local communities, organizations, and experts is crucial in addressing these challenges and obtaining the necessary resources for analysis and synthesis efforts.

Despite these challenges, the analysis and synthesis of low resource languages can have significant benefits, including the preservation and revitalization of these endangered languages, the development of technology-based solutions for communication and education, and the empowerment of local communities. Innovative approaches, interdisciplinary collaborations, and leveraging existing linguistic

resources can contribute to overcoming the challenges and advancing the field of speech processing in the context of low resource languages.

The Practice: The practice of analysis and synthesis of low resource languages, such as Mising and Tai-Ahom, involves several key steps, including data collection, transcription, linguistic analysis, and speech technology development. These steps are challenging due to the limited availability of linguistic resources and the endangered status of these languages.

- 1.To Identification of Tones of Tai and Mising words
- 2.To Verify of the tones through native speakers and experts of the respective Tai and Mising languages.
- 3.To Verify the meanings and uses of the Tai and Mising words from Native Tai speakers and experts
- 4.To Compile the glossary/dictionary (# 1/5 -*depending on the requirements)
- 5.Linguistic analysis of the target languages-
 - i.Collecting sentence specimens from native speakers of the Target communities, and identifying the respective class of the Tai and Mising gloss.
 - ii.Phonetic/Phonological analysis
 - iii.Morphological analysis
 - iv.Syntactic analysis
 - v.Semantic analysis
 - vi.Pragmatic analysis
- 6.To create a digital voice dictionary which contains voice files of the lexemes of the Tai Ahom and Mising Language.
- 7.To create a digital corpus of the Tai and Mising languages/literatures of northeast India for ready reference.
- 8.To develop a basic translation tool.
- 9.To develop a speech recognition system.
- 10.To develop a basic transliteration tools.

Evidence of Success

1. A collaboration (MoU) has been made with SIU-KA-PHA CHAIR, DEPARTMENT OF HISTORY,

DIBRUGARH UNIVERSITY and CENTRE FOR COMPUTER SCIENCE AND APPLICATIONS, DIBRUGARH UNIVERSITY, to carry out the work in Tai-Ahom language.

2. 1st Mising language Unicode-based keyboard was developed and released during the 22nd general conference of the Mising Agom Kebang (Mising Sahitya Sabha) at Suniram Basing Lotta at Goroimari, Bhimpora in Lakhimpur district. The news was published in Assam Tribune the link for the same is provided below.

<https://assamtribune.com/1st-mising-language-unicode-based-keyboard?infinitescroll=1>

3. The following research and review papers has been published in various Scopus, WoS and peer reviewed journals:

a.Sarmah A., Rehman R., Mahanta P., Dutta K., Bordoloi K., Borah K., Singh H. "A NOVEL APPROACH FOR AUTOMATIC SPEAKER IDENTIFICATION OF ASSAMESE LANGUAGE USING COSINE SIMILARITY AND ABSOLUTE MFCC FEATURE MATRIX", Journal of Theoretical and Applied Information Technology (2022), 100 (21), pp. 6552 - 6560, <http://www.jatit.org/volumes/Vol100No21/23Vol100No21.pdf>

b.Dutta, K., Rehman, R., Mahanta, P., Sarmah, A. (2022). "A Study on Feature Selection for Gender Detection in Speech Processing for Assamese Language", Information, Communication and Computing Technology. ICICCT 2022. Communications in Computer and Information Science, vol 1670. Springer, Cham. https://doi.org/10.1007/978-3-031-20977-2_6

c.Rizwan Rehman, Kaustuvmoni Bordoloi, Kankana Dutta, Nomi Borah, Priyakhi Mahanta, "FEATURE SELECTION AND CLASSIFICATION OF SPEECH DATASET FOR GENDER IDENTIFICATION: A MACHINE LEARNING APPROACH", Journal of Theoretical and Applied Information Technology, 98(22):3449, November 2020.

d.Ujjal Saikia, Jiten Hazarika, Rizwan Rehman "Analysis And Visual Representation Of Speech Signal Data Using Statistical Techniques", International Conference On Recent Trends In Theoretical And Applied Statistics, 2020, Department Of Statistics, Dibrugarh University, Dibrugarh.

e.Ujjal Saikia, Rizwan Rehman, Jiten Hazarika, Gopal Ch. Hazarika, Predictive Analysis Using Regression Methods in Low Resource Language "MISING", 2nd International Conference on information systems & management science (ISMS) 2019.

f.Rehman. R., Hazarika G.C., Kardong D., "Feature Extraction and Analysis of Mising Speech Vowels", IEEE International Conference on Signal Processing, Communication, Power and Embedded System (Scopes), June 2017.

g.Rizwan Rehman, Gopal Chandra Hazarika, D. Kardong, Intonation Pattern Analysis of Phonemes in MISING Language, International Journal of Computer Applications (USA), Volume 150/Number 5, Sep-2016, (ISBN: 973-93-80885-62-0), DOI: 10.5120/ijca2016911506, www.ijcaonline.org.

h.Sadiq Hussain , Rizwan Rehman , G. C. Hazarika, J. J. Kuli The First Step Towards Suffix Stripping of Mising Words Using YASS, International Journal of Language and Linguistics, Vol. 4(2), Page 74-79,2016., (ISBN: 2330-0205), article.sciencepublishinggroup.com/pdf/10.11648.j.ijll.20160402.15.pdf

i.Rizwan Rehman, Gopal Chandra Hazarika, D.Kardong, Auditory Scale Analysis and Evaluation of Phonemes in MISING Language, International Journal of Computer Applications (USA), Volume 113/Number 15, 2015, (ISBN: 973-93-80885-62-0), www.ijcaonline.org

j.Rizwan Rehman, Gopal Chandra Hazarika, Analysis and Recognition of Vowels in SHAI'YANG MIRI Language using Formants, International Journal of Computer Applications (USA), Volume 89/Number 2, 2014, (ISBN: 973-93-80880-52-4), www.ijcaonline.org

4. Dr. Rizwan Rehman has obtained his Ph.D. degree for his work on Mising Language titled "Analysis and Synthesis of Mising Phonemes".

5. Mr. Ankumon Sarmah and Ms. Kankana Dutta have registered as Ph.D. scholars at Dibrugarh University to carry out work in Tai-Ahom Language.

Problems encountered and Resources Required.

Problems Encountered:

- 1.Lack of linguistic resources: The limited availability of linguistic resources, such as dictionaries, grammars, and corpora, make it difficult to accurately analyze and synthesize low resource languages.
- 2.Limited availability of speech data: Collecting sufficient and representative speech data is challenging, especially in remote areas where the language is spoken.
- 3.Cultural and ethical considerations: Collaboration with local communities and organizations requires sensitivity to cultural and ethical considerations, such as informed consent, intellectual property rights, and language rights.

Resources Required:

- 1.Linguistic resources: Developing and improving linguistic resources, such as dictionaries, grammars, and corpora, can aid in the accurate analysis and synthesis of low resource languages.

- 2.Speech data collection equipment: Collecting speech data requires appropriate recording equipment, such as microphones and audio recorders.
- 3.Computing resources: Linguistic analysis and speech technology development require computing resources, such as high-performance computing clusters and cloud computing services.
- 4.Expertise: Linguistic analysis and speech technology development require interdisciplinary expertise, including linguistics, computer science, and speech processing.
- 5.Funding: Sufficient funding is necessary to support the development and improvement of linguistic resources, speech data collection, computing resources, expertise, and community engagement activities.

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:

The Space and Atmospheric Sciences research in Dibrugarh University started in 1989, has made significant marks in the country's science canvass under the excellent vision and sustained initiatives of Prof. Pradip Kumar Bhuyan. Space weather study, that has significant implications on radio communication, both terrestrial as well as earth-satellite communication, was initially carried out with special focus on characterization of the low latitude Indian zone ionosphere. Topside (at 500/600 Km) view of ionospheric ion/electron density and temperature, their spatio-temporal variation were studied extensively by using Indian SROSS C2 satellite, Taiwan's ROCSAT and Japan's Hinotori satellites.

The ground based observations started in 2000, with the establishment of the 4th oldest Indian aerosol observatory by ISRO under its Geosphere Biosphere Programme's initiatives. To this greenhouse/trace gas measurements were added in 2008-2009 followed by installation of more such instruments with generous support from ISRO (two projects are ongoing), DST and UGC. The total electron content measurement has been ongoing since 2009 using a receiver for GPS L band (2009) and GNSS (2014) receivers. The ionospheric probing was done for the first time in north-east India, using a Canadian Digital Ionosonde in 2010 and an indigenously developed Ionosonde in 2018. These have helped in understanding of the electrodynamics of the anomaly crest region.

Atmospheric science research includes chemistry-climate interaction and impact of climate change over North-East India, in particular, and the contiguous domain of South and South-East Asia, in general, using ground and satellite based data sets and climate modeling. The research outcome has helped in the regional characterization of atmospheric composition and to establish the unique identity of Northeast

India vis-à-vis the greater Indian landmass. Notable among them are: understanding of the regional asymmetric aerosol distribution, aerosol-radiation interaction; quantification of biological aerosols; identification of the source of absorbing and scattering aerosols, finding the best parameterization schemes for the region and climate and health impacts of aerosols using ICTP's RegCM model over South Asia, New Particle Formation events, Decadal Methane variability, etc. Collaborating exists with both national (VSSC, IISc, PRL, NESAC, Tripura University) and international (ICTP-Italy, Laboratoire d'Aérodynamique-France, ICIMOD-Nepal, Bureau of Meteorology, Australia; National Institute of Information and Communication, Japan; Institute of Technology, Thailand; Chiang Mai University, Thailand; Indonesian National Institute of Aeronautics and Space, Indonesia; Vietnamese Academy of Science and Technology) institutions. Under the collaborative research programs faculties from some institutions are supervising Ph. D. students here. So far, 27 Ph.D.s, 8 M. Phills and 4 M. Tech.s have been graduated. Currently 7 PhD students, 3 project fellows and 2 M.Tech. students (under CSSTEAP course) are working in this area.

Major Achievements and noteworthy contribution:

1. **Establishment of the Centre for Atmospheric Studies** in 2006 to carry forward the research of the Department of Physics with newer initiatives. The current research onus lies in this centre.
2. **Discovery of the nonlinear variation** of TEC, and NmF2 with solar flux. Hysteresis effect on ion density of topside ionosphere during solar cycle 23.
3. Credit of the maximum number of **SROSS C2- the India's first science satellite** related research publications.
4. **First in India** to apply the tomography technique for 3D imaging of the ionosphere by developing the Generalized Singular Value Decomposition algorithm, 2003.
5. Development of a Mathematical model **Dibrugarh University Low Latitude Temperature and Density Model (DULLTD)**.
6. Design and Development of first Indian **Indigenous Ionosonde** in collaboration with SAMEER, 2018.
7. Participation in **UGC SAP DRS I & II during 2007-2018**.
8. Establishment of a **Chain of GNSS receivers** across North-East India during 2014-2017.
9. One of the **eight (8) participating Centers/institutions** in India that implemented ISRO's Space Science Promotion Scheme for 2009-2019.

Student fellowships were awarded to two selected M. Sc. Physics students each year under this program,

majority of whom have opted to pursue research in this area.

10. Organizing 18th **National Space Science Symposium**, 29 January-1 February 2014.

11. Participation in the **Human and Institutional Capacity Building (HICAB)** under NMSHE, CCP, DST. A high end Computational facility was incurred under this programme.

12. Prof P K Bhuyan, who is synonymous with atmospheric and space science research in north-eastern India, was an **Elected member** of the URSI COSPAR IRI Working Group since 2004; **Fellow**, International Academy of Science and Research, Kolkata and is recipient of **Lifetime Achievement Award, IASR, 2019**.

13. For making a seminal contribution within the ambit of the national agenda, Dr. Binita Pathak was selected as an '**Associate**' of Indian Academy of Sciences, Bangalore, India in 2020, followed by '**Women Excellence Award-2022**' by the **SERB-DST** in Earth and Atmospheric Sciences. She was a **Junior Associate** during 2015-2021 and is currently a **Regular Associate** of the ICTP, Italy (2022-2028) for regional climate modeling activities.

14. **Fourteen/three** major research projects are completed/ongoing. Doctoral students were/are availing Research fellowships under these projects.

Student's Exposure, Achievements and progression to higher education

1. **Tamanna Subba** was awarded with the **Fulbright-Kalam Climate research fellowship** for Doctoral Research in the inaugural year 2017.

3. Recent alumni are working abroad at the Brookhaven National Laboratory (previously in the University of Michigan)-**Tamanna Subba**, National Centre for Atmospheric Research, Boulder- **Ajay P.**, and the University of IOWA- **Lakhima Chutia** as Post-Doctoral fellows, and **Arshini Saikia** as **Air Quality Analyst** in the ICIMOD, Kathmandu.

4. Earlier, alumni have availed **NPDF (2017)**, '**Overseas PDF**' (Newcastle University, UK, 2018), **Fulbright- Kalam Climate Fellowship for post doctoral research** (NCAR, US 2021). Alumni are in senior scientist positions in **ISRO/CSIR** laboratories and **teaching positions** in academic institutions in India.

6. **Eight** students have completed International course- '**Advanced PG diploma in Space and Atmospheric Sciences**' offered by the CSSTEAP, UN hosted by PRL and SAC, Ahmedabad, followed by M. Tech. from Andhra University; and **four** have obtained Diploma in '**European Research Course on Atmospheres**', from the Joseph Fourier University, Grenoble, France.

8. Students/Alumni have won **Best paper presentation/Young Scientist** awards in national (e.g., NSSS, IASTA) and international conferences (e.g., URSI), and Best Article Award.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- Dibrugarh University is committed to upholding the SDGs on the campus and in the local community and nationally and globally.
- Dibrugarh University contributes toward the SDGs through a multi-pronged approach that includes teaching, research, management, administration, collaborations, and community outreach.
- It has incorporated SDGs as a vital component of the vision and mission under its Strategic Plan.
- It seeks to instill a spirit of curiosity among students and encourage them to live sustainably and work towards sustainable solutions to contemporary problems.
- It fosters innovation and promotes start-ups among students, researchers, and teachers to encourage a more profound commitment to achieving the SDGs.
- Harnessing its locational advantage, the University offers professional courses in Tea and Agro, Tourism, Applied Psychology, Social Work, and Business Administration, ensuring employment for those who complete these courses.
- It also conducts research on tea gardens, livelihood, the Brahmaputra, ecology, traditional medicines, Act East Policy, mental health, border studies, and women's issues that add to the knowledge production on issues in the proximity of the University.
- The Community Radio station (CRS) Gyanmalinee was established by Dibrugarh University in the year 2019 with support and licensing from Ministry of Information and Broadcasting, Govt. of India. The commissioning of the programme of the station was done on 7th of February, 2019 initially for a 4 hour slot per day. As a part of the extension and outreach activity tool for the university, it aims to serve the needs of the community surrounding in and around the university with the philosophy of giving back to the society.
- The focus area of intervention of the CRS has majorly been education, agriculture, health and well-being, law and justice for our target community.
- The Publication Division has published 10 Books on the contributions of the luminaries, reflecting landscape of different important places and rich heritage of the communities, science, gender studies, rivers, languages etc., viz., Brahmaputra, Nareebad, Stephen Hawking, Krishna Kanta Handiqui : Life and Works, Karbi Alam Charlinang, Essays in Philosophy, Orchids of Assam, A Pictorial Guide, Bezbaroa Abhidhan, Business Communication : Principles and Practices, Exploring Sociological Dimensions in Contemporary Assamese Short Stories

Concluding Remarks :

The Report is prepared premising on the veritable facts, figures, documents and evidences of the University as regards the total Academia, Administrative and Academic Governance and Management, Infrastructure, Physical and Academic, Best Practicces rehearsed, Singular achievements that suffice all the seven criteria of NAAC Assessment and Accreditation.

Salubrious practices that University rehearses and the schemes/projects that are undergone go as follows:

- University offers scholarships, fellowships and financial aid to deserving students so that the talented students from diverse backgrounds can access quality education.
- University's emphasis is on inter-disciplinary research that cuts across academic programs breaking the disciplinary barriers.
- Dibrugarh University partners with universities across the countries and with industries across northeast India in order to create stimulating opportunities for students.
- University being a premier HEI in northeast India makes a great deal of efforts towards ensuring and meeting highest standard of quality and excellence and helps promoting a culture of continuous improvement and innovation.
- Life long learning is one of the priorities of Dibrugarh University. It has been spurred intrinsically by including analytical thinking, creativity, problem solving, leadership and critical thinking in the curriculum and pedagogy of the University.
- Dibrugarh University's commitment towards excellence is reflected in the admission process where students are enrolled premising on their academic achievement, aptitude and potential to excel through Entrance Examination.
- A committed set of Faculty Members and a robust and dynamic Management System are in place at Dibrugarh University.
- Dibrugarh University offers programs across disciplines and has over 4693 students including Foreign Students from 22 countries, as part of the University's commitment towards fulfilment of the SDGs.
- Case Pedagogy is in vogue in most Departments/Centres of the university.
- University has a good number of Industry-Ready Programs.

Projects that are undergone in the University go as under:

- ISRO Geosphere Biosphere
- Dr. Binita Pathak has been elected as Senior Associate of the Prestigious International Centre for Theoretical Physics, Italy
- Dibrugarh University has developed research collaborations with premier research institutions - Physical Research Laboratory, National Atmospheric Research Laboratory, Indian Institute of Geomagnetism, etc.
- One Year Course on Korean language has been started in collaboration with University World Frangrant Cooperation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. <i>How many Programmes were revised out of total number of Programmes offered during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>31</td> <td>8</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>26</td> <td>6</td> <td>0</td> </tr> </tbody> </table> <p>1.1.2.2. <i>Number of all Programmes offered by the institution during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>77</td> <td>85</td> <td>80</td> <td>79</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>77</td> <td>85</td> <td>80</td> <td>79</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	31	8	0	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	26	6	0	2021-22	2020-21	2019-20	2018-19	2017-18	81	77	85	80	79	2021-22	2020-21	2019-20	2018-19	2017-18	81	77	85	80	79
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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1.3.4	<p>Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).</p> <p>1.3.4.1. Number of students undertaking field projects or research projects or internships.</p> <p>Answer before DVV Verification : 652</p> <p>Answer after DVV Verification: 682</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years</p> <p>(Excluding Supernumerary Seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p>																																								

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1262	1060	1149	1055	1068

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
778	757	807	759	815

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

2.6.3	<p>Pass Percentage of students(Data for the latest completed academic year)</p> <p>2.6.3.1. Total number of final year students who passed the university examination Answer before DVV Verification : 1845 Answer after DVV Verification: 1599</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution. Answer before DVV Verification : 2004 Answer after DVV Verification: 1984</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																				
3.1.2	<p>The institution provides seed money to its teachers for research (average per year, INR in Lakhs)</p> <p>3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2.5</td> <td>0</td> <td>1.25</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2.50</td> <td>0.00</td> <td>1.25</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2.5	0	1.25	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	2.50	0.00	1.25	0.00	0.00
2021-22	2020-21	2019-20	2018-19	2017-18																	
2.5	0	1.25	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2.50	0.00	1.25	0.00	0.00																	
3.1.3	<p>Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.</p> <p>3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years. Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	2	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	2	4	3

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

3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	72.09	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.00	0.00	0.00	72.09	0.00

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
82	128	136	91	123

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
74	108	132	89	117

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

3.5.2	<p>Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).</p> <p>3.5.2.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1.51</td> <td>1.57</td> <td>1.15</td> <td>3.56</td> <td>1.05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3.38</td> <td>1.82</td> <td>2.75</td> <td>2.79</td> <td>0.21</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1.51	1.57	1.15	3.56	1.05	2021-22	2020-21	2019-20	2018-19	2017-18	3.38	1.82	2.75	2.79	0.21
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.51	1.57	1.15	3.56	1.05																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
3.38	1.82	2.75	2.79	0.21																	
4.1.5	<p>Average percentage of expenditure incurred for infrastructure augmentation of DDE (INR in Lakhs)</p> <p>4.1.5.1. Expenditure incurred for infrastructure augmentation against total expenditure excluding salary year - wise over the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>27</td> <td>10</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.59</td> <td>8.38</td> <td>23.10</td> <td>34.06</td> <td>14.95</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1	2	27	10	11	2021-22	2020-21	2019-20	2018-19	2017-18	0.59	8.38	23.10	34.06	14.95
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	2	27	10	11																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.59	8.38	23.10	34.06	14.95																	
4.1.6	<p>Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities of DDE (INR in lakhs)</p> <p>4.1.6.1. Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1839 1046 1973"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2.12</td> <td>1.78</td> <td>17.06</td> <td>15.42</td> <td>16.48</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2.12	1.78	17.06	15.42	16.48										
2021-22	2020-21	2019-20	2018-19	2017-18																	
2.12	1.78	17.06	15.42	16.48																	

2021-22	2020-21	2019-20	2018-19	2017-18
21.54	17.78	82.64	151.53	84.31

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

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
159	85	98	92	101

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
870	803	98	256	101

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

5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	542	1141	2600

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	192	450	1984

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

5.3.1 Number of awards / medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event

should be counted as one) during the last five years.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	6	29	18	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	18	5	5

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

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	7	21	19	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	7	21	18	10

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	16	12	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	16	12	23

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><i>Number of Programmes offered year wise for last five years (face-to-face only)</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>77</td> <td>85</td> <td>80</td> <td>79</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>68</td> <td>66</td> <td>74</td> <td>68</td> <td>66</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	81	77	85	80	79	2021-22	2020-21	2019-20	2018-19	2017-18	68	66	74	68	66
2021-22	2020-21	2019-20	2018-19	2017-18																	
81	77	85	80	79																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
68	66	74	68	66																	
1.2	<p><i>Number of departments offering academic programmes (face-to-face only)</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>37</td> <td>37</td> <td>37</td> <td>37</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>34</td> <td>34</td> <td>34</td> <td>34</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	37	37	37	37	37	2021-22	2020-21	2019-20	2018-19	2017-18	34	34	34	34	34
2021-22	2020-21	2019-20	2018-19	2017-18																	
37	37	37	37	37																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
34	34	34	34	34																	
2.1	<p><i>Number of students year - wise during the last five years (face-to-face only)</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4812</td> <td>4633</td> <td>4637</td> <td>4343</td> <td>4266</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4808</td> <td>4626</td> <td>4630</td> <td>4341</td> <td>4250</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	4812	4633	4637	4343	4266	2021-22	2020-21	2019-20	2018-19	2017-18	4808	4626	4630	4341	4250
2021-22	2020-21	2019-20	2018-19	2017-18																	
4812	4633	4637	4343	4266																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4808	4626	4630	4341	4250																	
2.2	<p><i>Number of outgoing / final year students year - wise during the last five years (face-to-face only)</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

2003	1800	1743	1700	1727
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1984	1805	1812	1705	1776

2.3 ***Number of students appeared in the University examination year wise during the last five years (face-to-face only)***

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4576	4503	4282	4054	4119

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4432	4410	4218	3939	4037

2.4 ***Number of revaluation applications year - wise during the last 5 years (face-to-face only)***

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	25	21	43

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	25	21	43

3.7 ***Total expenditure of the DDE excluding salary year - wise for five years (INR in Lakhs).***

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.0	2.10	27.22	10.03	11.28

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36.90	45.54	170.22	199.71	116.35