



INSTITUTIONAL ASSESSMENT AND ACCREDITATION **(Effective from July 2017)**

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON **INSTITUTIONAL ACCREDITATION OF** **ASSAM WOMEN'S UNIVERSITY** **U-0815**

Jorhat
Assam
785004

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	ASSAM WOMEN'S UNIVERSITY Jorhat Assam 785004	
2.Year of Establishment	2013	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	5	
Departments/Centres:	15	
Programmes/Course offered:	44	
Permanent Faculty Members:	34	
Permanent Support Staff:	11	
Students:	887	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<p>1. 1. The Outreach Programme of the University as earned them 'the Centre of Excellence' for the outstanding contribution to the United Nations and activities as recognized by the Resource Centre for UN.</p> <p>2. 2. The University has been doing a commendable job in imparting education to the girl students in a rural area.</p> <p>3. 3. Young and dedicated faculty members working together to achieve the vision of the University.</p>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 09-01-2025 To : 11-01-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SANCHARI ROY MUKHERJEE	Vice Chancellor,Dakshin Dinajpur University
Member Co-ordinator:	DR. SUDHANSHU PANDIYA	Dean,CSJM University Kanpur
Member:	DR. S P GOSWAMI	Professor,ALL INDIA INSTITUTE OF SPEECH AND HEARING
Member:	DR. DIVYA SHARMA	Professor,Indian Institute of Teacher Education
Member:	DR. HEMANT DESHMUKH	Director,Sant Gadge Baba Amravati University
Member:	DR. ARUN HOTA	Professor,West Bengal State University
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	

Section I:GENERAL INFORMATION

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)

1.1 Curriculum Design and Development

1.1.1 QIM **Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University**

The Assam Women's University (AWU) has developed a system for curriculum design and development that incorporate local and regional issues. Rural development and entrepreneurship, community development, indigenous and sports psychology, regional literature, information technology, media and communication skills, manuscript conservation and preservation, sociology of Northeast India, folklore and culture etc. have been inculcated in the curricula development.

The University adheres to the Curriculum and Credit Frameworks for Under-Graduate and Post-Graduate Programmes, National Higher Education Qualification Framework (NHEQF) and National Education Policy (NEP) 2020. Till the year 2023 the University had adopted Choice-Based Credit System (CBCS). There is Four Year Under-Graduate Programmes (FYUGP) in the Departments of Computer Science, Cultural Studies, Fashion Technology, Mass Communication and Journalism and Psychology as per NEP 2020. Five Year Integrated Post-Graduate Programmes (FYIPGP) have already been introduced in the year 2024 in 14 Programmes.

The POs are designed to fulfil the institutional goals like producing empowered women, building decision-making women, creating critical thinkers etc. Course Outcomes (COs) ensure that the students attain the required knowledge, skill and value required for employment, entrepreneurship, professional development, academic and research development. The University offers Professional Programmes in Business Management, Fashion Technology, Mass Communication and Journalism, Physiotherapy, Tourism and Travel Management foster professional exposure and skills accompanied by trainings in labs, fieldwork, dissertations, student exchange Programmes, internships and industrial visits.

1.1.2 QIM **The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

The University has implemented its curriculum which focus on employability/entrepreneurship/skill development. Professional competencies such as teamwork, communication skills, problem-solving, leadership, and flexibility are incorporated in courses to prepare the students for the industry and other employability sectors. These courses include Soft Skills for Employability, Tour Guiding Skills, Leadership and Personality Development, Hospitality Management, Tourism Entrepreneurship, Audiovisual production, New Media Production, Advertising Production, Assamese Journalism, Community Media, Rural Marketing, Consumer Behaviour and Social Media Marketing. The University organizes workshops, lectures, industry visits, hands on training sessions and webinars to facilitate the students to interact with the professionals and helps to acquire the necessary skills. It also integrates employability-focused courses, internships and project. The institution encourages the faculty members and students to come up with innovative ideas and patents.

	Skill Enhancement Courses (SEC) viz., editing, proof reading, recitation, documentation of indigenous knowledge etc. have been introduced into the curriculum. Assam Women's University consistently revises its course syllabi to incorporate contemporary requirements in sync with the current academic, professional, and societal needs.
1.3	Curriculum Enrichment
1.3.1 QIM	<p>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</p> <p>The University has designed its curriculum as per the guidelines of National Education Policy-2020. Professional Ethics, Human Values, Environment and Sustainability and other such values have been integrated in the different courses.</p> <p>The University Programmes have a component on understanding the importance of ethics in relation to research and knowledge. Courses offered in this regard include Research Ethics, Business Ethics, Media Law and Ethics, Professional Value etc. The University ensures the submission of the research projects and dissertations of the PG students and PhD theses of various departments through plagiarism verification.</p> <p>The University, the first and only women's University in the entire North-eastern region of India, offers education exclusively for women. The Programmes encourage a gender sensitive perspective and shed light on gender issues of various complexions. The institution offers Gender Sensitization course which is compulsory for all the students across departments. The Women Development Cell, Equal Opportunity Cell, Grievance Redressal Cell and Internal Committee (IC) of the University conduct various workshops, seminars, talks, gender audit and sensitization Programmes internally as well as externally across issues on gender. Through Value Added Courses (VAC) such as Yoga, Health and Wellness, Psychology of Happiness, Understanding India, Environment and Society human values are inculcated amongst the students. Further, students are encouraged to take active part in the events like Azadi Ka Amrit Mahotsav, Vikashit Bharat, Khel Maharatna, Apna Mati Apna Desh, Blood Donation Camp etc.</p> <p>The University offers courses on environment and sustainability that include environment and education, environmental communication, ecology, environment.</p>

Qualitative analysis of Criterion 1

Assam Women's University has developed a system for curriculum design and development incorporating local, regional, national, and global needs, adhering to the National Education Policy (NEP) 2020 and the National Higher Education Qualifications Framework (NHEQF). The University facilitates programs under the Choice-Based Credit System (CBCS) followed by the Four-Year Undergraduate Programs (FYUGP) and Five-Year Integrated Postgraduate Programs (FYIPGP) along with the PhD Programmes in different departments. The University emphasizes upon employability, entrepreneurship, and skill development through courses in soft skills, leadership, and communication. Internships, industry visits, hands-on training, and mentorship opportunities enhance students' professional competencies. The institution integrates cross-cutting issues like Professional Ethics, Gender, Human Values, and Environment and Sustainability into its curriculum. Courses on research ethics, media law, and business ethics have been incorporated. The University emphasizes upon gender sensitization through designed courses and initiatives taken to foster them. Human values are also promoted through Value Added Courses (VAC).

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QIM	<p>The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student</p> <p>In consonance with the UGC guidelines the AWU has formulated a manual on slow and advanced learners to identify the types of learners in terms of their learning aptitude. Each course instructor is given directions by the IQAC to follow the manual and assess the learners in terms of slow and advanced. Once the learners are identified, the course instructors undertake appropriate measures for both the categories of learners to ensure improvement and excellence in their performances. One to one counselling and remedial classes are conducted by Faculty for the slow learners to enable them to participate in discussion and develop problem solving abilities. They are also encouraged to participate in academic workshops and seminars. Provision for peer teaching through small study group sessions are organized which is led by advanced learners, while Hands on training is provided by the course teacher.</p> <p>Advanced Learners are encouraged to participate in discussion on key issues and are provided relatively advanced reading materials to discuss in the peer learning sessions. They are also encouraged to participate and represent the institution at conferences/ seminars/workshops/training programmes. Advanced Learners are encouraged to share their knowledge and understanding with their peer learners.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT-enabled tools including online resources for effective teaching and learning process</p> <p>Assam Women's University has adopted the student centric method of teaching and learning for preparing the students to develop their potentialities. Some of the departments have adopted student centric pedagogical methods to provide the academic support that would foster creative skills, critical thinking abilities and visionary leadership among the students. Software developing, creative crafting, photography, audio-video production, street play etc. are examples of Experiential learning. Participative Learning approach adopted by different departments comprise group interactions, discussions and deliberation through seminars and presentations, film/documentary screening and discussion, group projects, role play and peer teaching. Problem Solving Methodologies adopted at Assam Women's University include encouraging students to undertake research, projects, surveys, case studies, dissertations, identification and analysis of complex issues, working on policy lacunae in different areas, working with NGOs.</p>
2.3.2 QIM	<p>The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues</p> <p>The institution has adopted Mentor-Mentee schemes to address academics and other issues related to the students. The mentors are assigned about 10 to 15 mentees in an academic year to reach out to the different types of issues which emerge out of the teaching learning procedure. This mechanism supports learners by connecting them with mentors who can help them overcome psychological and emotional challenges. A log book is maintained with confidentiality and the problems/issues shared by the mentee are analyzed. The mentors help the learners to explore career opportunities also. The Head of the Department and IQAC monitor the mentor-mentee system.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p>The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through</p>

the website and other documents and the attainment of the same are evaluated by the institution

The University states the Programme Outcomes (POs) and Course Outcomes (COs) in the syllabi across the Programmes and courses. At the time of developing the structure of curriculum the concerned Departmental Management Committee (DMC) and subsequently by the Board of Studies (BoS), the Programme Outcomes (POs) and the Course Outcomes (COs) are synchronized. The concerned committees with the approval of the Academic Council (AC) design the types of assessments (assignments, exams, projects, etc.) in the respective courses with the aim to measure specific learning outcomes during the formative and summative assessment procedures. The POs and COs are also displayed in the website of the University. It has also adopted a mechanism to evaluate for achieving COs and POs through question papers.

Qualitative analysis of Criterion 2

The University has adopted outcome based mechanism to identify the slow and advanced learners which is supervised and monitored by the IQAC. The identified slow learners are provided required counselling, remedial classes, and peer support. Advanced learners are encouraged to engage in discussions, assist peers and participate in academic events at advance level. The Programme Outcomes (POs) and Course Outcomes (COs) are analyzed and required initiatives are taken by the University.

It has adopted student-centric pedagogical methods to enhance learning and foster creativity, critical thinking, and leadership amongst them. Through experiential learning, students engage in hands-on activities such as software development, creative crafting, and audio-video production. The participative learning includes group interactions, seminars, presentations, film screenings, group projects, etc. The mentor-mentee system supports students by addressing academic and personal challenges through individualized guidance. The University uses ERP from Samarth for different purposes related to examination and other administrative purposes.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1 Promotion of Research and Facilities

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

Assam Women's University offers PhD Research Programmes in 7 departments, namely Assamese, Business Administration, Cultural Studies, English, Fashion Technology, Mass Communication and Journalism and Political Science. It has the Assam Women's University Research Committee (AWURC) which works for the development of PhD course work curriculum and the Board constituted for the Assam Women's University Research Admission Test (AWURAT) looks after the examination matter related to PhD Programmes. The nature of research, kind of research ethics and collaborative research activities are specified in the Research Council of the University.

Students undergo research projects, surveys, case studies and field visits to prepare their research dissertations in the final year in partial fulfilment of their respective PG Programmes.

The University has initiated a mega research project entitled "People's Linguistic Survey of Assam" in 2023 where Jorhat College (Amalgamated) is one of the collaborators. The Department

	<p>of Economics and Sociology has jointly conducted a research project on the Bhogdoi river at Jorhat. The institution provides seed money to its faculty members to encourage them to undertake research.</p> <p>A collaborative research project is undergoing between the Ohio Arts Council, USA and Assam Women's University on "Indigenous Organology of North-East India: Classification, Documentation and Preservation".</p>
3.3	Innovation Ecosystem
3.3.1 QIM	<p>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</p> <p>The University has incorporated Indian Knowledge System (IKS) into various courses such as Yoga, Understanding India, Health and Wellness, Indian Literary Theory and Criticism, History of Sanskrit Literature, Collection and Documentation of Cultural Knowledge, Digitization of Indian Knowledge System, Economics of Rural Marketing, North East Economy: Performance and Possibilities, History of Indian Education (Up to 19th Century), Post-Colonial Studies and Modern Indian Political Thought. Under IKS, the University organizes cultural events such as Bhaona, talks on Indian philosophy and unsung heroes of the nation.</p> <p>The Intellectual Property Rights (IPR) Awareness and IPR Cell conducts regular workshops, seminars, and training sessions to educate stakeholders about the various aspects of IPR, including patents, trademarks, copyrights, and industrial designs. A national level workshop on "Emerging Trends in Intellectual Property Rights in Indian Context" was convened with Jhanji Hemnath Sharma College, Sivsagar.</p> <p>The institution has a collaboration with the Bosco Institute's Incubation Centre. The faculty members and students get ideas from this facility about nurturing start-ups and innovative ideas. The incubation Centre offers services, including mentorship, networking opportunities, and state-of-the-art infrastructure.</p> <p>The University has undertaken Research activities such as summer internship projects, dissertations with industry partners like NRL, BCPL, MoUs with national and state institutes such as NIT, Arunachal Pradesh, NEILIT, RIENE and other academic institutions.</p>
3.6	Extension Activities
3.6.1 QIM	<p>Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)</p> <p>During the Assessment period, the institution has taken initiatives for the benefit of the neighbouring communities in shaping students perspectives, enhancing their civic responsibility, and providing practical learning experiences. The key extension activities undertaken during the assessment period include communication development Programmes such as ELT Skills Ride, geriatric health camps at old age homes, street plays on issues such as menstrual Health and Hygiene, educational outreach programs. The students of nearby schools have visited AWU to explore the potentialities of the immersive cuboid as well the computer laboratory.</p>

The University has a research policy titled “Assam Women’s University Regulations for The Research Council and for the Degree of Doctor of Philosophy (Ph.D.)”. This policy outlines the structure of research activities and related ethical practices. AWU has undertaken significant research projects, such as the "People's Linguistic Survey of Assam" and other projects. The University provides seed money to the faculty members for research and organises workshops on research methodology,

The University engages in collaborative researches with institutions like the Ohio Arts Council, USA. The faculty members have published few research papers in UGC Care listed, Scopus and Web of Science indexed journals along with high impact factor quality journals and books.

The Intellectual Property Rights (IPR) Cell conducts workshops and seminars to increase awareness about IPR among students. The University has undertaken extension activities such as health camps, educational outreach Programmes and such others.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	<p><i>The institution has adequate infrastructure facilities for</i></p> <p><i>a. teaching - learning. viz., classrooms, laboratories,</i></p> <p><i>b. ICT enabled facilities such as smart classes, LMS etc.</i></p> <p><i>c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.</i></p> <p>Describe the adequacy of facilities within a maximum of 500 words</p> <p>Assam Women’s University boasts of an expansive campus spanning 86 bighas across two locations, with plans for a modern campus at Teok, Kaliapani. The existing facilities include 50 classrooms equipped with whiteboards, digital projectors, and Wi-Fi, as well as nine specialized laboratories catering to diverse academic disciplines. These labs, such as those for Physiotherapy, Fashion Technology, and Mass Communication, are equipped with advanced tools that enable hands-on learning and industry-relevant training. This infrastructure reflects the institution’s commitment to creating an enabling environment for teaching and learning.</p> <p>The university’s integration of ICT-enabled facilities is commendable, with five classrooms equipped with LED displays, projectors, and internet access. Learning Management Systems (LMS) like Google Classroom and Moodle are used, alongside an audio-visual lab that supports multimedia production. However, the limited coverage of ICT-enabled classrooms suggests room for expansion to more fully integrated digital learning tools across all departments.</p> <p>In terms of cultural and recreational opportunities, the institution offers various sports facilities, including areas for cricket, volleyball, and a 100-meter track. The auditorium serves as a multifunctional venue for cultural and sports events. The university actively encourages student participation in national campaigns and events such as the Fit India Campaign. Furthermore, the planned new campus is poised to significantly enhance recreational facilities with additions like</p>

	an indoor stadium, gymnasium, swimming pool, and open theatre. While these developments are promising, the reliance on future infrastructure highlights potential limitations in the existing provisions.
4.2	Library as a Learning Resource
4.2.1 QIM	<p>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</p> <p>The library at Assam Women's University exhibits several strengths. It has been operational since 2014 and is moderately equipped to meet the academic and research needs of its patrons. The automation of library operations using KOHA, a robust Integrated Library Management System (ILMS), ensures efficient management of resources and services. The availability of Web-OPAC integrated into the university's website enhances accessibility, allowing students, faculty, and research scholars to remotely search for and manage library resources with ease. This feature promotes the seamless use of library facilities both on and off campus.</p> <p>The library provides access to a range of e-resources through its association with the National Digital Library of India (NDLI) as part of the NDLI Club. Additionally, it offers links to initiatives such as INFLIBNET, Shodhganga, NPTEL, and Vidya Mitra, thereby enriching the academic ecosystem with valuable digital content. High-speed internet further supports online resource access, fostering a conducive environment for academic and research activities. The library's physical infrastructure includes reading sections, newspaper and magazine archives, and dedicated areas for dissertations and circulation, catering to various user needs.</p> <p>The library is optimally utilized by its patrons, including students, faculty, and research scholars, for activities such as reading, preparing notes, and research. Regular updates and upgrades, such as the implementation of an automated e-gate register for tracking usage statistics, reflect a commitment to modernization and efficient resource management.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</p> <p>The IT infrastructure at Assam Women's University demonstrates a foundational commitment to supporting academic, administrative, and research activities, though some areas require attention for further enhancement. The campus offers a Wi-Fi-enabled environment with a robust internet bandwidth of 100 Mbps across key academic and administrative units. Additional 50 Mbps connections are allocated to specific areas like the library, auditorium, and staff offices fostering a digitally inclusive campus.</p> <p>The university has made commendable efforts to integrate licensed and open-source software for academic and administrative purposes. For instance, licenses for IBM SPSS, Windows Pro, and Microsoft Office enhance teaching and research capabilities. Departments such as Mass Communication and Journalism and English benefit from tailored initiatives like the development of an audio-visual lab funded by CSR contributions.</p> <p>Facilities for e-content development are partially present, including an audio-visual center, mixing and editing equipment, and a media studio. The library's IT integration through KOHA for</p>

	<p>circulation, cataloging, and patron management underscores its modernization, but the limited number of computers (2 available for patrons) highlights a gap in resource adequacy, particularly given the student-computer ratio of 68:1.</p> <p>The involvement of Computer Science faculty in software development and IT maintenance is a valuable internal resource. However, there is potential to expand this expertise into larger-scale IT system development and campus-wide digital integration projects. The university's approach to online transactions and digital platforms for student and staff services reflects a positive trend toward digitization but requires consistent updates and monitoring to ensure usability and security.</p>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<p>There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.</p> <p>Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words</p> <p>Maintenance and utilization of campus infrastructure at Assam Women's University reflect a structured approach with clearly defined systems and procedures. The establishment of multiple committees, including the Information Technology Infrastructure Committee, Campus Development Committee, Library Committee, and others, highlights the institution's commitment to managing and maintaining physical and academic support facilities in a systematic manner.</p> <p>The university has invested in sustainable practices such as rainwater harvesting, solar panels, a vermicompost plant, greenhouse farming, and vegetable gardens, showcasing its efforts toward environmental sustainability. The presence of caretakers, including plumbers, carpenters, and electricians, ensures the physical infrastructure is functional and maintained on a day-to-day basis. Administrative functions are streamlined through well-defined offices and departments, including the VC Office, Registrar's Office, and Academic and Administrative Head Offices.</p> <p>The institution's focus on digital literacy is evident through the activities of the Digital Learning Cell, which organizes ICT-related workshops and campaigns. The MoUs with NEILIT, NIT Arunachal Pradesh, and Common Service Centre (CSC) further enhance the university's capacity for resource sharing, software development, and IT services. These initiatives reflect the university's proactive approach to leveraging external partnerships for infrastructure enhancement and technological integration.</p> <p>The optimal utilization of classrooms and laboratories is ensured through the academic cell's allocation schedule, which aligns with the sanctioned student strength of the 15 departments. The infrastructure for teaching and learning, such as the Audio-Visual Lab in the Department of Mass Communication and Journalism, is well-equipped with modern equipment for video production, indicating the institution's emphasis on providing hands-on learning experiences.</p>

Qualitative analysis of Criterion 4

The cleanliness and hygiene of the campus are maintained by a dedicated housekeeping staff, complemented by essential facilities such as fire extinguishers, sanitary napkin dispensers, ramps, generators, and water filters. The campus is under CCTV surveillance, ensuring safety and security. The library committee oversees the maintenance of library resources, contributing to the efficient functioning of academic support facilities.

In conclusion, Assam Women's University has established effective systems for maintaining and utilizing its physical and academic infrastructure. The structured roles of committees, sustainable practices, and emphasis on digital and technological advancements reflect a well-rounded approach. Addressing minor gaps in data transparency and further expanding sustainability efforts would strengthen its position as a model institution for infrastructure management.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.2 QIM	<p>Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years</p> <p>A significant 40% of the students have been benefitted by the scholarships. AWU through its Academic Departments has organised counselling programs, NET/SLET Coaching, paper publication, career development programs etc. The faculty has initiated skill development programs through integration with curriculum like communication, decision making, social entrepreneurship, presentation etc. within the course curriculum. Training and Placement Cell is actively working for competitive exam preparation in collaboration with organizations such as Nandi Foundation, Mahindra Pride Class, ICA, Chanakya Academy etc. MoU signed by AWU are active with collaborative efforts for providing guidance on career and scope of future education. The departments have also allotted classes to prepare the students for the NET/ SET and other competitive examinations on weekly basis.</p>
5.3	Student Participation and Activities
5.3.2 QIM	<p>Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.</p> <p>Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words</p> <p>Assam Women's University Post Graduate Students Union (AWUPGSU) is the elected student council and includes representative - President, General Secretary, Assistant General Secretary, Cultural Secretary, Magazine Secretary, Sports Secretary etc. AWUPGSU is mentored by the Student's Affairs Head and Chairpersons of University Committees.</p> <p>The council actively participates in the organisation of co-curricular initiatives for sports, culture, help-desks for different academic matters, including Spriha- the annual university week to showcase talents and potential of the students. It facilitates outreach program with nearby locality like cultural fests, blood donation camps etc. Student Representatives are present in university committees including Court, Academic Council, Executive Council, Internal Committee, Anti-ragging Committee etc. Class Representatives and Departmental Representatives also works in collaboration with AWUPGSU.</p>
5.4	Alumni Engagement
5.4.2 QIM	<p>Alumni contributes and engages significantly to the development of institution through academic and other support system</p> <p>Describe the alumni contributions and engagements within a maximum of 500 words</p> <p>Assam Women's University Alumni Association (AWUAA) is registered in 2023-2024 with the No. RS/JOR/238/I/13 under Societies Act XXI of 1860. The association has worked significantly to provide platform to the alumnae to share their experiences with the current students. It is also maintaining alumni database of the university, encourage campus placements, arrange expert talks, seminars, donations and financial assistance, infrastructural facilities support.</p>

The alumni have given academic support through their feedback for course curriculum, infrastructural support by donating water purifier, tables, chairs, almirah, computers etc. organisational support by conducting skill-development and UGC NET-SET coaching programs for students at their own expenditure. AWUAA organizes regular alumni meet. It also takes initiatives like plantation drives on campus and nearby areas, awareness programmes and sensitization camps for victims of COVID pandemic.

Qualitative analysis of Criterion 5

AWU has taken efforts for providing career counselling to the students. They have instituted coaching for NET/SLET and other competitive examinations in collaboration with foundations and coaching academies. Assam Women's University Post Graduate Students Union (AWUPGSU) is the duly elected students' council of the University. It is actively contributing towards curricular, co-curricular and outreach activities. AWU has student representatives in its major University Committees. AWU has a registered alumni association named Assam Women's University Alumni Association (AWUAA) which is registered in 2023-2024 with No. RS/JOR/238/I/13 under Societies Act XXI of 1860. Alumni has contributed significantly through its financial support and initiatives for academic, organisational and infrastructural support.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</p> <p>Assam Women's University (AWU) is poised for growth and greater impact, with a well-drafted vision and mission that resonate with its commitment to empowering women through education. However, to align more effectively with its mission and to cater to the evolving needs of students, faculty, and the broader community, certain strategic improvements can be made. While the implementation of the National Education Policy (NEP) has laid a solid foundation, the university currently offers several academic programs. Expanding the academic portfolio is essential to provide students with a broader spectrum of opportunities and equip them with the skills needed for diverse career paths. Introducing new programs in emerging fields such as digital literacy, environmental studies, data science, and women's leadership can create more avenues for students and ensure that the university remains competitive in an increasingly dynamic education landscape.</p> <p>Moreover, to ensure long-term sustainability, financial decentralization at the school level should be considered. Empowering individual academic schools to manage their finances more autonomously could lead to better resource allocation, more tailored academic offerings, and improved faculty and infrastructure development. This decentralization can promote a sense of ownership and accountability, which is crucial for achieving the university's goals in a more efficient manner.</p> <p>To further strengthen its position, industry linkages must be actively pursued, both for short-term and long-term sustainability. Collaborations with industries can offer students internships, practical exposure, and placement opportunities, while also providing financial and infrastructural support.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p>The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</p> <p>Assam Women's University (AWU) is committed to building a robust and sustainable academic and administrative framework to ensure its continued growth and effectiveness. The university follows the guidelines set by the University Grants Commission (UGC) for maintaining quality standards in academic and administrative operations. AWU's academic programs and operations are in alignment with UGC regulations, and appointments are made in sync with both UGC norms and Assam state government policies. However, it is acknowledged that the university currently lacks formal affiliation with certain academic regulatory bodies, which remains an area for improvement. One of the key priorities in the coming years will be to secure necessary affiliations with these bodies to ensure broader recognition and compliance with national academic standards.</p> <p>In terms of administration, the appointment of a full-time finance officer is a critical requirement to enhance financial management and planning at AWU. The university also recognises the need for regular non-teaching staff appointments to ensure smooth and efficient operations. Currently,</p>

	<p>the university is managing affairs with contractual non-teaching staff, but for long-term sustainability and staff development, regular positions should be filled. The faculty service book is in place, ensuring transparency and proper documentation of faculty service records. Additionally, AWU provides provident fund facilities to its employees, ensuring financial security for staff members post-retirement. The university also ensures timely advance tax deposits, adhering to government financial regulations.</p> <p>In the coming years, AWU plans to strengthen its administrative infrastructure, enhance academic affiliations, and continue its adherence to UGC and state guidelines.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>The institution has performance appraisal system as per the regulations of University Grants Commission and the Government of Assam. The faculty members submit their Annual Self Appraisal duly prepared by the IQAC and vetted by the Executive Council of the University. The IQAC evaluates the reports and recommends the required suggestions to the Authority. The students feedbacks of the teachers are also collected, discussed in the meeting of the IQAC and shared with the respective Head of the Departments. The feedback on the performance of non-teaching staff is dealt with by the Controller of Examinations. The leave rules of the University compatible with the Government of Assam is implemented by the University and both the Teachers and non-teaching staff are the beneficiaries. A certain number of seats are specially reserved for the wards of the teachers and non-teaching staff of the University. Two supernumerary seats have been introduced by the institution, one of which is designated for the daughter or relative of an employee and another for the candidates belonging to the catchment area. There is also a provision of appointing the next of kin in case of death in harness. Beside receiving the welfare schemes of the Government of Assam, the University has taken welfare measures to receive grants from the peoples' representatives. In case of emergent situation, the University comes forward to sanctions the stake holders, particularly, employees and students. Provision of incentive for the students and teachers have also been introduced who excel in their fields.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources</p> <p>Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words</p> <p>Assam Women's University (AWU) is committed to ensuring its academic, infrastructural, and student welfare needs are met through strategic resource mobilisation, despite the absence of major research projects by faculty, CSR funding, consultancy, and revenue generation from departments like the Physiotherapy OPD or the Industry-Linked Management Department. The university recognises that diversifying funding sources is essential for its growth and sustainability in the absence of traditional revenue streams. The primary aim of this resource mobilisation policy is to create a self-sustaining model for the university, relying on alternative avenues of financial support while ensuring transparency and accountability.</p> <p>AWU will focus on alumni engagement as a key source of funding. A structured alumni network will be developed to foster strong relationships with former students. The university will encourage to contribute through one-time donations, endowments, or regular financial support for</p>

	<p>specific programs such as scholarships, infrastructure development, and faculty enhancement initiatives. The alumni will actively pursue government grants and fellowships, particularly those targeting women's education, gender studies, and skill development. National and international grants will be identified and applied for to support academic initiatives and research programs aligned with the university's objectives. These funding sources will reduce dependence on traditional revenue streams and contribute to capacity-building efforts.</p> <p>Another key area of focus will be the introduction of fee-based short-term courses and workshops in areas such as skill development, language, and wellness. These programs can attract participants from outside the university, generating additional revenue while also contributing to the university's community outreach efforts.</p>
6.4.3 QIM	<p>Institution regularly conducts internal and external financial audits regularly</p> <p>Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words</p> <p>At Assam Women's University (AWU), financial management is a key area of focus, particularly in the absence of a regular finance officer and the lack of statutory external audits. Currently, internal audits serve as the primary mechanism for monitoring and assessing the financial operations of the university. Internal audits are carried out periodically by the designated staff within the university, often in coordination with academic and administrative departments. These audits aim to ensure that financial transactions and expenditures align with the approved budget and are in accordance with university policies. The internal audit process helps identify inefficiencies, irregularities, and potential areas for cost-saving, ensuring that resources are utilised effectively and in compliance with established guidelines. This function plays a crucial role in maintaining accountability, especially in the absence of a dedicated finance officer.</p> <p>Given that statutory external audits are not currently being conducted, AWU has relied heavily on these internal audits to provide an overview of financial health. The internal audit reports are typically reviewed by senior administrative officials and the university's governing body to make strategic decisions on budgeting, expenditure control, and financial planning.</p> <p>To strengthen its financial oversight, AWU may consider bringing in external auditors on a periodic basis to supplement the internal audit system. Such external audits could be aligned with the university's funding cycles or major expenditure phases. This will not only ensure greater transparency but also help build trust with external partners, donors, and potential funding agencies.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) 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</p> <p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –</p> <ul style="list-style-type: none"> • Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) • Incremental improvements made for the preceding five years with regard to quality

and post accreditation quality initiatives (second and subsequent cycles)

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

The Internal Quality Assurance Cell (IQAC) of the Assam Women University has been constituted following the norms of the NAAC. It aims to identify the quality benchmarks and parameters for different academic and administrative activities of the institution. The IQAC has been contributing for the institutionalizing the quality assurance processes in the field of academic and administrative matters. To achieve the above aims and objectives, the IQAC after thorough discussions suggests and recommends suitable measures to the concerned authority. Assessment at various levels in Teaching, learning and research are adopted to maintain the quality assurance of the University. The University ensures participative management through Departmental Management Committees and statutory bodies. It has responded to the NEP 2020 reflected through the Four Year Under-Graduate Programmes (FYUGP), Five-Year Integrated Postgraduate Programmes across the departments, PhD programmes while creating committees and task force for NEP implementation. The IQAC has played a vital role to encourage the faculty members for preparation of more teaching-learning materials under the LMS and also to apply for different research-based projects to the various funding agencies. Feedback mechanisms from the stake holders of the University has been developed by the IQAC for maintaining the quality assurances. The IQAC is continuously engaged in community outreach services, focusing on women's empowerment and digital literacy. The collaborative initiatives by the university with different organisations under the MoUs have enabled knowledge and technology transfer amongst the stakeholders. It organizes collaborative programmes to enhance the academic and research aptitude in the campus.

6.5.3
QIM

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)

Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)

Assam Women's University has made incremental improvements during the assessment period. It has implemented NEP 2020 across all programmes. Under this, the university has adopted several curricular and pedagogical reforms to integrate Indian Values, languages, knowledge, ethos and traditions with latest advances in education. Integration of professional skills and life skills and livelihood skills in the curriculum has also been taken into consideration. It has taken initiatives towards sensitization of the stakeholders including the introduction of gender sensitization programme in the curriculum with regard to person with disability. The institution has initiated certain research Projects which is aimed at the protection and preservation of local cultural, economy, environment and the rich heritage of the region. A reasonable number of MoUs have been signed and they are functional. The institution has been awarded with the Certificate of Excellence for research and innovation by the UNESCO Regional Association.

A few faculty members have published research articles in journals with high impact factor, UGC Care listed and Scopus journals. The University in its own capacity has implemented seed money for the young researchers. With limited resource funds, it is able to make funds available to the faculty on research. It has also tried to upgrade laboratory and smart classrooms for the optimum utilization by the faculty, researchers and students. The institution has been able to shift to a nearly completion of new campus which will broaden the scope of imparting education to the girl students of the area and the North-East.

Qualitative analysis of Criterion 6

Assam Women's University (AWU) aspires to be a leading institution for women's education, research, and development, focusing on innovation and technology. Its mission is to expand educational opportunities, foster diversity, and create an inclusive environment. AWU aims to empower women to become decision-makers and critical thinkers, while promoting life and multicultural skills. Under the dynamic leadership of the Vice-Chancellor, the university offers strong administrative and academic support, particularly in women's empowerment and digital literacy.

AWU collaborates with various organizations through MoUs, facilitating knowledge and technology transfer. The university also works closely with the Internal Quality Assurance Cell (IQAC) to implement quality initiatives, including seminars, workshops, and conferences, aimed at enhancing the academic environment. In alignment with the National Education Policy (NEP) 2020, AWU has introduced Four Year Undergraduate Programmes (FYUGP), Five-Year Integrated Postgraduate Programmes, and PhD programmes, with task forces dedicated to NEP implementation.

Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics (QIM) in Criterion 7)

7.1 Institutional Values and Social Responsibilities

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

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

AWU is dedicated exclusively to women and has implemented various initiatives to promote and preserve their identity in the north-eastern state of India. The University has established an Internal Committee (IC), a Women's Development Cell, and an Equal Opportunity Cell to advance gender equality, ensure safety and security, and address concerns related to gender discrimination. These bodies take strict measures to prevent and respond to incidents of sexual harassment, while also recommending policies aimed at achieving gender parity within the University. Notably, no incidents of harassment have been reported to date, a fact that deserves special mention.

7.1.3 QIM **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

University has implemented a waste management system, which includes composting units, such as dustbins, pits, and vermicomposting facilities, to convert organic waste into compost.

The university also supports this system with key infrastructure, including waste collection vehicles and segregation bins. Additionally, it conducts educational programs to raise awareness among students about effective waste management practices

7.1.5 **Green campus initiatives include**

QIM	<p>Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words</p> <p>Assam Women's University has a dedicated policy for banning plastic which is enforced across the campus, significantly reducing plastic waste and encouraging the use of eco-friendly alternatives. Additionally, the campus features extensive landscaping with a diverse range of trees and plants, enhancing biodiversity and creating a peaceful, green space that supports learning and relaxation. The campus's water bodies also play a vital role in sustaining the ecosystem.</p>
7.1.7 QIM	<p><i>The Institution has Differently-abled (Divyangjan) friendly, barrier free environment</i></p> <p><i>Write description covering the various components of barrier free environment in your institution in maximum of 500 words</i></p> <ul style="list-style-type: none"> • Built environment with Ramps/lifts for easy access to classrooms • Divyangjan friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Although overtly the University has documented provisions for a disability-friendly environment, observations reveal that these measures are not effectively implemented. Consequently, the documented requirements do not align with the RPWD Act of 2016. Ramps for easy access to classrooms and other buildings do exist. However, the institute has expressed a willingness to improve, despite facing financial constraint.</p>
7.1.8 QIM	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).</p> <p>AWU promotes an inclusive environment that promotes tolerance and harmony across various cultural, regional, linguistic, communal, socioeconomic, and other diversities. Several initiatives have been undertaken to ensure that every member of the community feels respected, valued, and included. AWU is dedicated to creating an environment where cultural, regional, linguistic, communal, socioeconomic, and other diversities are celebrated, ensuring that all individuals feel respected, valued, and included. Through continuous efforts, the institution strives to create a harmonious and inclusive campus community that fosters learning, collaboration, and personal growth for staff , students and other stakeholders</p>
7.1.9 QIM	<p><i>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</i></p> <p>Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.</p> <p>AWU recognizes the importance of sensitizing both students and employees to their constitutional obligations, including values, rights, duties, and responsibilities as citizens of India. Several initiatives and programs have been put in place to ensure that every individual associated with the institution understands and upholds the principles enshrined in the Constitution. Various sensitization efforts are designed to foster a deep understanding of the values, rights, duties, and</p>

	responsibilities enshrined in the Constitution. Through a combination of formal education, practical engagement, and celebratory events, students and employees are continuously encouraged to uphold the ideals of justice, equality, and civic responsibility.
7.2	Best Practices
7.2.1 QIM	<p>Describe two best practices successfully implemented as per NAAC format provided in the Manual.</p> <p>AWU promotes a multidisciplinary approach to education, aiming to empower and provide quality learning opportunities to women in the northeastern states.</p> <p>The university has also made sincere efforts to leverage CSR funding, which deserves special recognition.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>This is the first and only women's university in North East India, Assam Women's University is empowering women through skill-based and value-driven education. The university plays a pivotal role in addressing gender disparities by cultivating an environment rooted in the concept of GRACE, tailored to meet the unique needs of women. Gender Sensitization courses offered across various disciplines aim to challenge and overcome deep-seated gender biases, empowering women to thrive.</p> <p>The university promotes research and innovation by offering mentorship programs, networking opportunities, and specific funding for female researchers. Moreover, the university places a strong emphasis on fostering robust industry-academia partnerships to equip students with diverse professional experiences. Collaborations with organizations like BCPL and NRL further enhance employability, infrastructure development, and engagement in impactful projects, aligning with the university's vision of creating a transformative and empowering educational environment.</p> <p>Although the university is still in its early stages, with limited financial resources, faculty, and support staff, it has made significant efforts to maximize the available opportunities and resources. The commitment to making AWU an inclusive center for quality learning is evident through health promotion programs, building communication and confidence, the Equal Opportunity Cell, and various committees dedicated to protecting the rights of students, particularly those from marginalized communities. These efforts align with the goals of NEP 2020 and the policies of both state and central governments.</p>

Qualitative analysis of Criterion 7

AWU has outlined best practices aimed at fostering holistic development, focusing on students, staff, and stakeholders. These practices emphasize creating a student-friendly environment that prioritizes safety, independence, and environmental sustainability. This includes initiatives such as promoting greenery, water harvesting, and alternative resources, which contribute to the overall well-being of students and prepare them to become responsible global citizens.

While AWU has established these effective and commendable practices since 2022, they remain somewhat generic in nature. The documents reflect initiatives that are beneficial but lack a distinctive element. To truly stand out and foster innovation, creativity, and out-of-the-box thinking among students and staff, AWU should focus on developing a unique approach. This will not only showcase the strength and robustness of the

institution but also enhance students' identities, employability, and ability to contribute meaningfully, both locally and globally while developing a distinctiveness as a leader in educational transformation

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

1. **Skill and Value-Based Education:** The University offers skill-based and value-oriented courses aimed at enhancing employability.
2. **Curriculum Alignment with NEP:** The University has successfully aligned its curriculum with the National Education Policy (NEP) regulations, ensuring compliance with modern educational standards.
3. **Unique Positioning:** As the only state government women's university in Assam, it caters to the educational needs of women in rural areas and neighboring states, making it a critical institution for women's education.
4. **Government Support for Infrastructure:** The Government of Assam has provided financial support for the development of a new campus building, enhancing the university's infrastructure.
5. **Cultural and Linguistic Preservation:** The University is committed to preserving and promoting the region's cultural, linguistic, and indigenous knowledge systems (IKS).

Weaknesses:

1. **Inadequate Faculty Strength:** The University faces a shortage of faculty members, which may affect the quality and breadth of academic offerings.
2. **Limited Infrastructure:** The institution lacks sufficient infrastructure, which limits the capacity to accommodate a growing student population and support advanced learning.
3. **Low Enrollment in Some Programs:** Certain academic programs experience low student enrollment, potentially affecting their viability and resource allocation.
4. **Need for Professional Course Affiliations:** Some professional courses need affiliation with relevant regulatory bodies to ensure credibility and compliance.
5. **Insufficient Laboratory Facilities:** The University lacks adequate laboratory resources, hindering hands-on learning and research in certain disciplines.

Opportunities:

1. **Diversification of Programs:** There is potential to introduce more career-oriented courses, providing students with a broader range of professional opportunities.
2. **Increased Student Enrollment:** The University has an opportunity to boost student enrollment across various programs by improving outreach and expanding academic offerings.
3. **Introduction of New Disciplines:** There is scope to introduce Commerce and Science disciplines to attract a wider student base and diversify academic offerings.
4. **Collaborations with Industries:** The University has the opportunity to explore partnerships and collaborations with industries, enhancing its research, internships, and placement prospects.
5. **Competitive Exam Preparation Cell:** Creating a dedicated cell to prepare students for state and national-level competitive exams can enhance their employability and provide added value to their education.

Challenges:

Long-term Sustainability: The financial viability of the AWU may face significant challenges due to limited funding from government sources and other external funding bodies.

Retention of Young Faculty: There may be difficulties in retaining young faculty members, primarily due to the limited promotional opportunities available, which can affect their motivation and career growth.

Maintaining Global Educational Standards: Ensuring that the institution's educational offerings and skill development programs remain competitive and aligned with global standards may be challenging, especially in a rapidly evolving academic environment.

Attracting Students Nationwide: Attracting students from across India, particularly in a competitive educational landscape, requires overcoming barriers related to outreach, accessibility, and appeal of the institution's programs.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- 1. Faculty Capacity Building: Enhance the professional development of young faculty by creating opportunities for growth across various academic ranks and positions.
- 2. Library Digitization: Modernize the library by implementing advanced digital technologies, ensuring it meets contemporary educational and research needs.
- 3. Dedicated Funding for Resources: Allocate specific funds for the development and maintenance of the library, laboratories, and equipment to ensure they support high-quality education and research.
- 4. Implementation of CAS: Fully implement the Career Advancement Scheme (CAS) to support the professional growth and development of faculty members.
- 5. Inclusive Environment: Foster an accessible and inclusive environment for students and staff with disabilities by ensuring the campus infrastructure and facilities cater to their needs.
- 6. E-Governance in Administration and Examinations: Implement e-governance systems for examinations and administrative functions to improve efficiency, transparency, and accessibility.
- 7. Creation of Administrative Positions: Expedite the creation and recruitment of essential administrative positions, such as Finance Officer, to streamline institutional operations.
- 8. Medical Facilities for Staff: Expand medical facilities to provide comprehensive health support for AUW staff members, enhancing their well-being and productivity.
- 9. Strengthening Health and Psychology Departments: Strengthen the Physiotherapy and Psychology departments in line with regulatory guidelines to enhance student support services and professional offerings. An OPD for the Physiotherapy department will provide hands on training of the students.
- 10. Visibility of Committees and Cells: Display detailed information about various committees and cells prominently across campus, ensuring staff and students are well-informed about their functions and responsibilities.
- 11. Introduction of new disciplines: The Science and Commerce streams along with other subjects like foreign languages and Geography may be introduced to widen the subject base and creating more opportunities for the students.
- 12. Introducing EPF of employees: It is extremely important to provide EPF facility to all employees to secure their future.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SANCHARI ROY MUKHERJEE	Chairperson	
2	DR. SUDHANSHU PANDIYA	Member Co-ordinator	
3	DR. S P GOSWAMI	Member	
4	DR. DIVYA SHARMA	Member	
5	DR. HEMANT DESHMUKH	Member	
6	DR. ARUN HOTA	Member	
7	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

Place

Date