



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ADWAITA MALLA BARMAN SMRITI
MAHAVIDYALAYA**

**KAWAMARAGHAT, AMARPUR, GOMATI, TRIPURA
799101
www.ambsm.in**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Adwaita Malla Barman Smriti Mahavidyalaya formerly known as Government Degree College, Amarpur is one of the Government Degree College of Tripura established in the year of 1988. The objective of establishment of this college is to spread and make the higher education accessible to all. This college is affiliated to Tripura University (A Central University) and recognized by UGC.

At present the college has been offering three years Degree Program in Arts both in Major subject such as Bengali, English, Education, History, Philosophy, Political Science, Sanskrit and General or elective subject in above mentioned subjects including Kokborok, a language of the Borok/Tripuri community and Science stream (Pure science) has been introduced in the year 2016 with intake capacity of 10 students. Moreover the college is connected with high speed (VPN) connection under NMEICT, biometric attendance for staff and CCTV are installed within the college campus for smooth functioning of the college.

Vision

The Vision of the college is to establish Quality Education Centre by imparting such kind of education which will take to the student in the realm of realization and also empowering the students for workplace by providing opportunities and experiences that enable to grow, thrive and prosper to the students.

Mission

The missions of the college are:

- Provide higher education.
- Help the students to obtain their graduation.

As the prime aim of education is all round development of the students and helps to develop his/her imaginative personality, so our college's objective is also to give all round development of the students by imparting value based education. Because we believe that values bring the firmness, joy and peace in our life as a result society gets better and we get quality life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths are as follows:

- Serene and Green Campus
- Existence of mixed culture among students and staff of the college Most of the faculty members are involved in Research

- NCC Unit of senior division to motivate the students in the spirit of unity and patriotic feeling
- NSS Unit to serve and maintain the cleanliness of the institution.
- Well equipped with modern technology like high speed internet connection (VPN), Biometric attendance for staff and CC Cameras within the campus.
- Large Class rooms with sound system facilities College Library

Institutional Weakness

Weaknesses of the college are:

- Shortage of faculty members
- Shortage of trained administrative staff Shortage of Library staff
- No facility for residential quarter for staff No Hostel for the students

Institutional Opportunity

The opportunities of the college are:

- Technical knowledge and professional knowledge of faculties, administrative staff and student
- Personality and communication skills among the students, faculties and clerical staff
- Vocational and community based education. Increased focus on entrepreneurship
- Values based education
- Motivate the young faculties towards research, project and consultancy. Introduce Job oriented and professional courses.

Institutional Challenge

The Challenges of the college are:

- Maximum students coming from the farmer family, weaker class and BPL family
- Indifferent attitude of parents towards studies of their wards and do not provide adequate environment for the studies
- Lack of communication skills
- Most of the students are lack of the confidence

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The regular curriculum is designed and developed by the affiliating University from time to time. The

Academic committee prepares prospectus, Academic Calendar and general class routine. The prospectus contains the vision, mission, objectives, rules and regulation of the college. And also gives information regarding subject offered, availability of facilities and different committees and cells of the college. It provides the detail idea about the college to prospective students. The Academic Calendar of the college is prepared in conformity to the general Academic Calendar provided by the affiliating University with some modifications to suit our courses and condition for effective transaction of curriculum. The departments prepare departmental class routine and departmental course plan. The college has offered 8 (eight) subject in Arts with Major course in 7 (seven) subjects. Further the college has distance education centre under the Director of Distance Education under Tripura University to provide UG Courses.

The college does not have full freedom of choice of courses except from among the offered groups. In regular curriculum skill based courses like computer skill and communication skill as well as Interdisciplinary course of Environmental studies and a separate Multidisciplinary course has been corporate as compulsory core courses. Further the college has maintained the system of taken student feedback on various aspects with the help of structured questionnaire.

Teaching-learning and Evaluation

Advertisement for admission in new academic year is given by Department of Higher Education, Government of Tripura in local news papers and college also publishes the schedule of admission in the college website declaring the date of issue of admission form, date of scrutiny, last date of submission and the date of admission. It is a co-education institution and equity is fairly maintained in admission. The reservation policy is followed and admission is based on merit. The list of selected students and wait listed students are published in college notice board and college website. In a nut sell it must be mentioned that transparency is the bedrock of whole admission process of the college.

On the basis of students' performance, the weak students are provided remedial coaching and the advance students are taken care of by the concerned departments for further improvement and advancement. Provisions are also kept for differently able students to have easy access to the class rooms. Various teaching methods like class interaction, tutorial for major courses, departmental discussions and home assignment as a process of self learning etc. are adopted to substantiate lecture method. The study materials, notes and references are also given to the students for better knowing on the subject matter.

Teaching learning is made effective by the use of ICT like interactive board and LCD projector etc. apart from these some departments are conduct field study, project etc. to fulfill the requirement of courses.

The college encourages to the faculty to participate in various kind of faculty development program and to participate in National Seminar organized by various colleges and University. Maximum teachers are participated in Induction Training Program, Orientation Program, Refreshers Courses in various FDCs and HRDCs of the University.

As per the University guidelines the college has conducted two Sessional examinations and the assessment is made on the basis of assignment, departmental seminar, group discussion, and class test and class attendance. The End Semester Examination is conducted in the college since the college is one of the examination centre of Tripura University.

Research, Innovations and Extension

The college encourages to the faculty to do the research activities. At presents some faculties are pursuing their PhD Program and college authority extends help to the faculty for doing their PhD. in effect sizeable number of faculties have completed their PhD. The college have also M Phil. Degree holder faculties and some faculties are engaging themselves in writing research paper, books etc. The faculties are published their research paper in UGC listed journal, books having ISSN and ISBN from time to time.

The committee for extension activities and community service, NSS, NCC unit are conducted various kind of outreach programs and extension activities like health check-up camp, excursion, pen and paper distribution to the children of nearby primary schools, plantation in college campus, discussion and seminar on various issues viz. human right, women empowerment, gender sensitization, HIV/AIDS etc. Teachers and students show interest and also participated in these varies kind of program and the public participation has always positive and encouraging as a result college can successfully implement and organize such kind of program for the benefit of students and the community as well.

However, due to tight time schedule of the academic curriculum, the college can organize limited outreach program in an academic session. In spite of willing and desire many faculty and even some students may not spare time for involvement in such activities due to their engagement in various academic activities. Financial implication and affordability of the college has alone to be taken in to account in organizing such program.

Infrastructure and Learning Resources

The college has been making full efforts for the development of infrastructure of the college. They are as:

1. Adequate class rooms
2. Separate spacious and a well accommodated Administrative building.
3. Separate offices for Distance Education Centre and IQAC.
4. Separate offices for NSS, NCC and the exam control room.
5. Well furnished computer education centre.
6. Separate department rooms for each department.
7. College canteen
8. Pure drinking water facility.
9. High power generator
10. Play ground
11. Cultural Hall and
12. Well furnished common room for teachers.
13. Separate toilets for boys and girls.
14. Separate common room for boys and girls

Besides, the college has a resourceful library. There are about 14 (fourteen) thousands books in the college library. The library has a spacious reading room with the sit capacity of 40 (forty). Separate arrangement is also there for teachers. The college has provided ICT facility in the form of internet in the computer centre. The college has also smart class room.

And there is a Campus Development Committee to look after the whole affairs of the campus including beautification, sanitation and cleanliness. Though we have not WiFi facility in the college campus but the

college has planning to introduce campus WiFi in near future.

Student Support and Progression

The institution ensures the involvement and the participation in different committees like College Development Committee, Internal Quality Assurance Cell, Anti ragging Cell Library and Sports Advisory Committee etc. The institution has other supportive mechanism such as College Placement Cell, Students' Grievance Redressal Cell Students' admission Help desk and the Internal Complaint Committee. The college has so many welfare measures for the students as Government of India Scholarship, concession in admission fees for SC and ST students. There is a separate toilet for male and female students.

The institution has provided extra study materials for advance learners and arranges tutorial and special classes for slow learners. There is mentoring mechanism, gender sensitization programs for students and a well monitored mechanism for keeping the progression of pass out students. The alumni of the institution are placed in prominent positions in different places. The college has actively involved with the students in various kind of social responsibility programs like blood donation camp, awareness seminar and rallies about Beti Bachao Beti Padao, financial literacy, women's right, tree plantation health and hygiene and most important human values to become responsible citizen of the nation as per the vision and the mission.

Governance, Leadership and Management

Being a government college, the whole administration is run following rules and regulations policy and decisions adopted by the Government of Tripura from time to time. Overall management and administration of the college is under the direct control and supervision of the Directorate of Higher Education, Government of Tripura. At the college level the Principal or the Principal in charge is academic and administrative head and everything is under the supervision and control of the Principal, who is accountable and liable to the Director of Higher Education. He is assisted by the various Sub-committees headed by a Convener or coordinator as and when required. Some of the most important committees that assist the Principal in getting the vision and mission and objectives of the college get materialized are noted below:

1. Academic and Examination Committee
2. Library Committee
3. College Magazine Committee
4. UGC Committee

Besides there are some compulsory cells and committees that are formed in the college as mandated by the University and the notifications of the Government these are

1. Internal Complaint Committee
2. Anti Ragging Committee
3. Anti Sexual Harassment Committee
4. College Placement Cell
5. RUSA Committee etc.

The management of the college is decentralized and participative. The college has been making full efforts for the developments of infrastructure of the college. For the achieving the vision and mission the College

Development Committee has been functioning with adequate representation of stakeholders. The IQAC has been coordinating with all the academic and administrative planning and its effective implementation with maximum participation of important departments. The perspective plan has been uploaded on institutional website. After the formation of IQAC, the Cell has been enthusiastically endeavors the overall development of the institution such as ICT facility, college management system, LAN, CCTV surveillance, physical infrastructure and encouragement for the professional development of the staff. There is a Campus Development Committee to look after the whole affairs of the campus including beautification, sanitation and cleanliness, discipline and day to day requirements of the administration.

Institutional Values and Best Practices

The college is conscious of maintaining green and eco-friendly environment in the campus. There is a separate committee named Campus Development Committee to look after the matter. The committee takes up the works of gardening, pruning and cleaning of the campus along with the NSS volunteers. The NSS Unit of the college also plays a great role to beautification of the college campus and takes several steps like flower gardening, plantation, cleaning and organize awareness program on various issues. Moreover separate person also have been appointed for regular cleaning garbage and plantation from time to time.

The institution has taken many initiatives for the safety and security of the students by the sensitizing gender equity, disaster management program, awareness on HIV/AIDS program etc. The institution always prefers plastic free campus and for this college has periodically organized the seminar or awareness program on the effects of the plastic bags in the society. Moreover the college has also take initiatives to create a love for the nature and for this every year college has organizes the Vanamahotsava. To inculcate human values among the students the college has been organizing the programs like birth and death anniversary of the national heroes

The institution has developed a code of conduct for teachers, students and for non-teaching staff for the overall development and uniformity of the college. The college has maintains complete transparency in its financial, academic, administrative and auxiliary functions. For constant effort to render its best, a few steps taken by the institution are as follows:

- Preparation of course plan and maintenance of Departmental Diary
- Students feedback
- Grievance Redressal Cell
- Observation and celebration of important days
- College Publication
- Today's word Smart class

Moreover the college is always ready to do anything that leads to the achievement of its vision and mission. The college desires to work with a missionary zeal to realize its holistic vision with the help of concerted efforts of the college family in particular and all other stakeholders in general.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | ADWAITA MALLA BARMAN SMRITI MAHAVIDYALAYA |
| Address | KAWAMARAGHAT, AMARPUR, GOMATI, TRIPURA |
| City | Amarpur |
| State | Tripura |
| Pin | 799101 |
| Website | www.ambsm.in |

| Contacts for Communication | | | | | |
|----------------------------|-----------------------|-------------------------|------------|-----|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Pradeep Kumar. Deepak | 03821-263217 | 9862162424 | - | ambsamarpur@gmail.com |
| IQAC / CIQA coordinator | Hamani Bhagya Jamatia | - | 8414962647 | - | bhagyajamatia@gmail.com |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

Establishment Details

| | |
|--------------------------------------|------------|
| Date of establishment of the college | 01-09-1998 |
|--------------------------------------|------------|

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

| State | University name | Document |
|---------|--------------------|-------------------------------|
| Tripura | Tripura University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 17-11-2009 | View Document |
| 12B of UGC | 17-11-2009 | View Document |

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

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

Details of autonomy

| | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

Recognitions

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

| Location and Area of Campus | | | | |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | KAWAMARAGHAT, AMARPUR, GOMATI, TRIPURA | Rural | 5.3 | 2344.27 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,Bengali | 36 | H.S Passed | Bengali | 55 | 12 |
| UG | BA,Education | 36 | H.S Passed | Bengali | 33 | 23 |
| UG | BA,English | 36 | H.S Passed | English | 22 | 17 |
| UG | BA,History | 36 | H.S. Passed | Bengali | 33 | 29 |
| UG | BA,Philosophy | 36 | H.S. Passed | Bengali | 11 | 0 |
| UG | BA,Political Science | 36 | H.S. Passed | Bengali | 33 | 22 |
| UG | BA,Sanskrit | 36 | H.S. Passed | Bengali | 22 | 7 |
| UG | BSc,Bsc General | 36 | H.S. Passed | Bengali | 11 | 6 |
| UG | BA,Ba General | 36 | H.S Passed | Bengali | 330 | 315 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 8 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 0 | 8 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 16 |
| Recruited | 12 | 4 | 0 | 16 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 6 |

| Temporary Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 |

| Part Time Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 |

| Details of Visting/Guest Faculties | | | | | |
|--|------|--|--------|--|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 6 | | 10 | | 16 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| | | UG | Male | 235 | 0 | 0 |
| | Female | 180 | 0 | 0 | 0 | 180 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 65 | 45 | 33 | 34 |
| | Female | 34 | 29 | 25 | 27 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 62 | 45 | 78 | 98 |
| | Female | 42 | 38 | 42 | 71 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 17 | 24 | 24 | 15 |
| | Female | 16 | 18 | 14 | 4 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 30 | 20 | 18 | 18 |
| | Female | 19 | 16 | 19 | 22 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 10 | 10 | 12 | 4 |
| | Female | 4 | 6 | 7 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 299 | 251 | 272 | 299 |

Extended Profile

1 Program

1.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 270 | 270 | 270 | 240 | 240 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 09 | 09 | 09 | 08 | 08 |

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 900 | 880 | 860 | 753 | 883 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 155 | 155 | 155 | 150 | 150 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.3

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 193 | 169 | 177 | 140 | 186 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3 Teachers

3.1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13 | 15 | 18 | 19 | 19 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2

Number of sanctioned posts year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 13 | 13 | 13 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 12

4.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.70 | 15.99 | 24.49 | 30.08 | 9.79 |

4.3

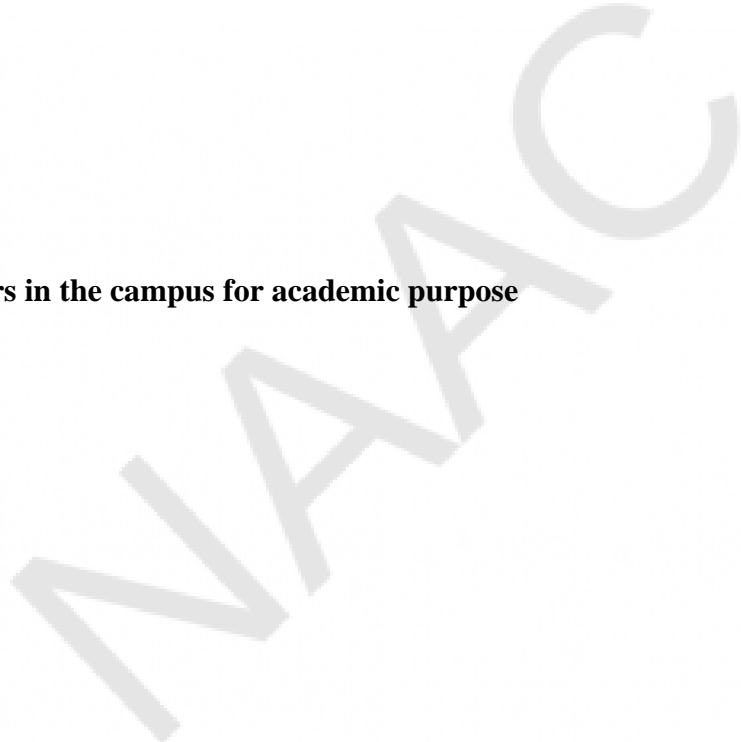
Number of Computers

Response: 28

4.4

Total number of computers in the campus for academic purpose

Response: 16



4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution develops various kinds of plans for effective implementation of the curriculum for the achievement of its vision and mission. All the departments prepare the action plan for adequate implementation of the curriculum. The review meeting is held periodically to find out the fault and try to remove the problems. The implementation of the curriculum is taken care and monitored by the departmental heads. The curriculum delivery is achieved through the lecture method, group discussion, students participation in various activities, class test, departmental seminar, assignment, subject related quiz, power point presentation etc. Students are always encouraged to take the participation in class and outside the class activities. Special attention is given to the weaker student and provides them the remedial coaching and special coaching classes. Advance learners students are also taken care by providing advance materials for study.

The New method of teaching with the use of ICT has become exciting for students. ICT is used for class room teaching, presentation by students, showing career related academic as well as motivational lectures, showing practical demonstration etc.

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

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

Response:

The college follows the academic calendar of the University and the Director of Higher Education, GOT. The examination committee of the college decides the time schedule of the internal examination. Two internal sessional examination of each semester are conducted as per the guidelines of University. In one words the college adheres the academic calendar for the conduct of CIE. Various modes of assessments are conducted by the concerned faculties during the semester. If any student's performance is not to the mark, the concerned subject teachers takes another test and in the test questions two types of questions are given, multiple choice and essay type.

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

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

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

Response: D. Any 1 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 9

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

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

Response: 1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 01 | 00 | 00 | 0 | 00 |

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

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

Response: 4.13

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 186 | 0 | 0 | 0 | 0 |

1.3 Curriculum Enrichment

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

Response:

The curriculum is designed by the Tripura University. The college is affiliated to this University. The curriculum consists of Gender Studies and Human Rights as soft skill study, compulsory for the six semester students. There is also a compulsory paper for third semester students on Environmental studies. Regarding Human value and Professional Ethics, one paper in major and one in general course is dedicated to the these issues of Philosophy subject. Moreover the Political Science also some issues in its syllabus to address issues related to Human Right and Gender Studies.

The college organized every year various kind of awareness program on these issues. The NSS &NCC Unit plays a vital role to organize such kind of program. The following are the some programs which the college has organize every year:

- Women empowerment and Gender equity
- Vanamahotsava
- International Women's Day

- Birth and Death Anniversary of the National Heroes.
- Human rights and Human Values
- Environment Day etc.

The college always tries to provide maximum scope for the students to develop humanity and to make them responsible citizen of the state through its curriculum. Teachers of this college demonstrate integrity, impartiality and punctuality of highest order in their professional as well as personal lives by maintaining the code of ethics. These qualities inturn makes them the role models.

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

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

Response: 93.33

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 8 | 8 | 8 | 8 | 8 |

| 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 |

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

Response: 20.11

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 181

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: E. None of the above

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

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

Response: E. Feedback not collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 58.53

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 318 | 299 | 272 | 251 | 299 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 500 | 500 | 500 | 490 | 470 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 148.86

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 250 | 215 | 235 | 259 | 180 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

The students admitted in our college are coming from various economic sections and communities of the society. Most of the students are from backward categories i.e. ST, SC, and OBC. The college is very much aware about their overall growth and social upliftment in the society. Our college has a fair system for admission process. The students are admitted in our institution without considering caste, creed, gender, and religion, social and economic status. After the completion of admission process regular classes commence as per the college time table. After admissions college adopts a process to identify slow and advance learners among students. Advanced learners and slow learners are identified on as per their responses in the class room as well as the performance in the Unit test, internal examinations. After knowing slow an advanced learners, the teachers prepare separate list of slow and advance learners and conduct extra lectures for weaker students. The teachers observe that whether the student are easily understanding the lesson. If they fail to understand the topic or teaching of a teacher, the same was having been explained again in a easy way. This is the informal way to complete the teaching-learning process and it is also convenient to both teacher and students. Advanced learners are encouraged to ask their concern freely and frequently with the teachers, in a formal way. Students are encouraged to refer advanced textbooks, journals and for their advanced studies. Home assignment and projects are taken prepared from the Students. They are also encouraged to apply for different competitive examinations. They are motivated to participate in seminar presentation, Poster presentation, quiz competition, debates, etc.

Following activities are done by teachers for students:

Slow learners: 1. Individual counselling. 2. Remedial Coaching 3. Extra notes. 4. Group discussion session. 5. Internal examination process. 6. Encouragement in NSS, Sports and academic activities. 7. Extra library books.

Advance learners: 1. Advance notes 2. Seminar sessions 3. Participative learning sessions i.e. Self Discipline Day & Teachers Day 4. Experimental learning sessions 5. Projects 6. Assessments 7. Group discussion sessions 8. Internet facility. 9. Advance questions papers 10. To enhance their confidence level, the college conducts various activities such as cultural program, NSS, NCC, Sports etc. for their overall personality development.

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

Response: 69:1

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:

Yes, The college follows the student-centric approach *viz.* experiential learning, participative learning and Problem-solving methodologies to enrich students' learning experiences. Group activities are undertaken to facilitate participative and collaborative learning. Students are taken to field trips, engaged in different activities on the campus for experiential learning the teaching learning strategies are emphasized on the participative and problem solving methodologies. The following are the some strategies:

- The academic calendar contains plans and program of all activities like academic, examination, co-curricular activities and extension activities.
- The teaching plan is prepared by the teachers to meet the needs of the students. The participation in class room teaching
- Encouraged to participation in the various activities/programs, so that they can realize the real situations.
- Use of ICT to make interest in teaching learning process. Representation in various committees.
- Give freedom to express their view points
- Organized different kinds of program/discussion on social issues. Open access to the library
- Students are always consulted regarding the problems encountered in learning. The feedback of students is taken to know opinion of students about the teaching learning process and understand their need to improve teaching learning in the institution.

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

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

Response:

To commemorate the great leaders and celebrate important days, students are encouraged to participate in debates, discussions or go on rallies promoting social awareness. Some faculty members use PowerPoint presentation for their lectures and Google forms for taking feedbacks. Goggle form is also use for conducting quiz competition. Students are also motivated to use the internet, You-Tube and such tools to know the latest developments in their specific topics. WhatsApp groups are also used for sharing learning and ideas.

The Institute follows ICT enabled teaching in addition to the traditional classroom education. Subsequent efforts are taken by the institute to provide e-learning atmosphere in the classroom:

1. In addition to chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as PPT, Video clippings , Audio system, online sources, to expose the students for advanced knowledge and practical learning.
2. Most of the faculty use interactive methods for teaching. The major emphasis is on classroom interaction in terms of seminars, debates, group discussions, assignments, quiz/tests/viva etc.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 69:1

2.3.3.1 Number of mentors

Response: 13

2.4 Teacher Profile and Quality

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

Response: 100

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response: 2.11

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 1 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | 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: 2.54

2.4.3.1 Total experience of full-time teachers

| Response: 33 | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |

2.5 Evaluation Process and Reforms

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

Response:

The mechanism of internal assessment of our institution is transparent and robust in terms of frequency and variety. The students can communicate regarding the schedule for exams, duration and pattern of examinations which transparency. The answer script are packed and taken care of before reaches the exam control room. Review of answer script procedure is available. Besides this the following actions are also taken by the institution:

- The assessment test is shared by the concerned students.
- The papers are discussed with the students for better performance.
- Information is given in the notice board and through class representatives the information is circulated.
- Regular time table of exam is communicated to the department and the student for smooth conduction of the examination.

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

Response:

Examination at college level:

The college has notified the time schedule of the examination before two to three weeks. If any confusion arise the concern teacher clarify the point raised by the students regarding the internal assessment.

Examination of the University:

The college is a one of the center of examination of the University examination. Students can apply for review of the answer script to the Controller of examination, Tripura University through Principal of the college.

The college has evolved a mechanism for redressal of grievances related to internal and external evaluation is as follows:

? The assessed internal test papers are shown to the students for self-assessment.

? In case of any grievances regarding internal assessment, the student is free to interact with the teacher and get it resolved. The unresolved grievance, if any, is referred to the Principal through the Head of the Department.

? As per the university norms, following are the methods of grievance redressal regarding university assessment:

? The college takes special initiative for resolving group grievances, if any, regarding university assessments.

? The evaluation of answer sheets of the undergraduate programme is carried out at the college level, in a time bound schedule and in a best possible efficient manner and the results are submitted to the university within a stipulated time.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.6 Student Performance and Learning Outcomes

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

Response:

Mechanism of Communication:

The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

? Hard Copy as well as soft copy of syllabi and Learning Outcomes are available in the departments for ready reference to the teachers and students.

? Learning Outcomes of the Programmes and Courses are displayed on the notice boards of each department.

? The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and College Committee Meeting.

? The students are also made aware of the same through Tutorial classes.

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

Response:

The outcomes of the program course and the programs specific are evaluated by the college according to the designed and course of the programs, along with this it is also kept in the view that the knowledge and skill level of the students. The college evaluate the programs in the following way:

- To collect the data and processing the data.
- To predict the newly admitted students, whether he/she is a slow learners or advance learners. Listed programs outcomes by collecting the information from the students, staff and stakeholders. The result of the examination
- Improving the teaching learning process. To look into the assessment methods etc.

2.6.3 Average pass percentage of Students during last five years

Response: 97.25

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 191 | 164 | 173 | 137 | 176 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 193 | 169 | 177 | 140 | 186 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.88

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

3.1.2.2 Number of departments offering academic programmes

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 08 | 08 | 08 | 08 | 08 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response:** 31**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20 | 6 | 2 | 2 | 01 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.2 Research Publications and Awards**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0.12**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 02 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in**

national/ international conference proceedings year-wise during last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

The Red Ribbon Club, The NSS Unit of the college and the few faculties engage with the students in the community programs like AIDS Awareness, gender equity, Disaster management, Plantation, Vanamahotsava, pen and paper distribution in the primary school, sweet and fruits distribution in the nearby sub-divisional hospital etc. The NSS unit of the college conducted various kind of program related to community issues every year. The unit conducted blood donation camp, tree plantation, gardening, health camp, awareness program on different burning issues like women empowerment, HIV/AIDS, Environmental issues etc.

Days of national, international importance are also observed and celebrate with the emphasis on human values, patriotism and social service.

A note of the activities undertaken by the students, over the few years, in the neighbourhood community is exhibited below:

- The NSS organises its special camp for 7 days and extends its services in the village during the special camp.
- Swachch Abhiyaan is arranged in the village by NSS and NCC.
- Rallies are arranged on various issues for the awareness of the villagers.
- Door to door visit was made in the neighbourhood of the college to make the villagers aware of some Govt. schemes.

Surveys are made to know the realities of the village. Projects are given to the students to explore their own neighbourhoods. Plantation programme is undertaken in the neighbouring village. Villagers participate in large numbers in the celebration of Saraswathi Puja, Fresher's' Day and the important National festivals like The Independence Day of India ,The Republic Day of the country. Village youths are, at times , invited to the college for performing in cultural programmes. These activities enable the students to cultivate and illuminate the inherent qualities like self-confidence, leadership, self-discipline, commitment and devotion, hard work and team work and the same qualities also help them to excel in academics as well. The students explore new domain of knowledge and fill their basket of knowledge, with

new ideas develop empathy for the socially deprived or oppressed. These activities enkindle the students a spirit of service and give them the confidence to be a change-maker /reformer for the development of our nation.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 5

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 1 | 0 | 1 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 4.3

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 90 | 0 | 50 | 0 | 50 |

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

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 2

3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 1 | 0 |

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

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

Response: 2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 00 | 00 | 1 | 00 |

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The authority of the college monitors and gives necessary instruction for the physical infrastructure and also looks into the requirement of the college on regular basis. It is discussed in the staff meetings about the requirement of the physical infrastructure and further development of the infrastructure and also maintenance of the existing facilities. After the decision was taken the requirement of the infrastructure facilities are submitted to the Director of the Higher Education, Government of Tripura. A few ICT enable initiatives like smart class room, Biometric attendance of the administrative staff, WiFi enable campus, class rooms with sound system facilities etc. have been installed to meet the growing needs of the college. A new building of one storied is under construction adjacent to the administrative building. The college has 14 (twelve) class rooms and 1 (one) cultural hall. Total 22 computers are functioning in different table of the different section of the college, like Academic and examination room, IQAC room, office room etc.

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

Response:

The college has limited facilities for sports, games, gymnasium, yoga etc. However the students of the college play indoor games as part of recreation during the leisure time, such as lodu, carom, chess etc. Further the Department of Higher Education sanctioned the fund for purchasing the sports materials like football, tennis ball, cricket ball, cricket bat, volley ball etc. from time to time. Students are playing outdoor games in front of the college building. There is no gymnasium and yoga centre in the college. Regarding cultural activities the NSS Unit and the cultural committee has organized the programs from time to time like fresher's meet, wherein many students take part in the cultural events like singing, dancing etc. where the local artists are also invited in the programs. The cultural events are organized in the inauguration session of the NSS special camp which is held every year.

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

Response: 8.33

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

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

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

Response: 100

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.70 | 15.99 | 24.49 | 30.08 | 9.79 |

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

4.2 Library as a Learning Resource

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

Response:

The college has a Library room in the new academic building to cater the needs of the students and the faculties. The Library has 15 thousands books approximately as per the records. The college does not have any Librarian; only one library assistant is working in the library. Due to the lack of efficient staff and the lack of fund Integrated Library Management System could not be introduced.

The college has Library advisory committee to guide and monitor the library activities and for effective functioning of the library.

The faculty members of the college extend their duties at present to keep the library functioning for the benefit of the students. The library has a reading section with about 35 nos. seats so that students and staff can read in the library. The students are allowed to take two books using their library cards. The library plays a very important role in the learning of the students as most of the students are not able to buy the required number of books recommended by the teachers due to their financial constraints. The college is in the process of making automation of the library with a software called e-Granthalaya 4.0 on NIC Cloud, a

digital agenda automation and networking of Government Libraries. A computer is installed in the library for keeping some records and online search of books and other information.

| | |
|-----------------------------------|-------------------------------|
| File Description | Document |
| Upload any additional information | View Document |

4.2.2 The institution has subscription for the following e-resources

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

Response: E. None of the above

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

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| | |
|--|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format(Data template) | 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 last completed academic year

Response: 25.68

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

Response: 85

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

A M B S Mhavidyalaya, Amarpur is not lagging behind in the IT facilities. The College has a Computer Laboratory used for the computer classes of the students and for training and developing IT skills among the faculty members . The college has developed one smart classroom and built a seminar hall with the amenities of LCD projectors for PowerPoint Presentations, Showing of video clips etc. All the computers in the college are provided with UPS Back-up facility. Besides computers, other ICT equipments like, Printers, photocopiers, LCD Projectors, Speakers, Amplifiers, Wireless Microphone etc. are available in the college in adequate number to feed the requirements of 23 desktop computers and 3 laptops HRMS (Human Resource Management System) regarding salary related matters of faculties and staff has been successfully implemented in the college. The other financial transactions are also made through online Treasury. The college has no broadband connection but it gets access to the internet using mobile hotspot or Jio-fi, a wifi router, with a speed between 6 - 15 mbps. The department assured of providing high speed internet and the efforts are on as intimated to the college authority. Recently the college has applied for new Wi-Fi connection CSC Wi-Fi CHOUPAL INTERNET SWRVICES.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 56:1

4.3.3 Bandwidth of internet connection in the Institution

Response: E. < 05 MBPS

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

Response: 100

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.70 | 15.99 | 24.49 | 30.08 | 9.79 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format(Data template) | 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:

Since the college is a Government College the maintenance and up gradation of the facilities like physical, academic, library, sport complex etc are generally looked after by the Director of Higher Education, Government of Tripura. However the college authority looks after the emergency requirement of the infrastructure as and when necessary. If the fund is not available in the college, the authority of the college request to the Higher authority for fund and maintenance of the infrastructure. Moreover as per the necessity the college try its level best to maintenance the building , campus and all other equipments and facilities existing in the college. The college authorities monitored the infrastructure regularly. The concerned academic departments and the section of the college give their requirement of the equipments, when it is necessary. The maintenance of the college, the facilities and equipments like CC Camera, projectors, computer, connection of the electricity etc. are done on regular basis.

The library follows certain procedures in the usage of books. When books are purchased , they are enlisted in the accession register as serial number and then these are made available for distribution to the students with the support of a register for lending books to the staff and students. At the beginning of the first semester, each student is encouraged to make his/her library card. Students can borrow two books at a time and they are eligible to borrow again only after the previously borrowed books are returned in good condition . At the end of every semester, all the students must return the books to the library. Mark-sheets are given only after getting a clearance certificate from the library. Likewise, the teachers are allowed to take any number of books after making necessary entries in the issue register of books meant for Teachers They also need to return the books after they finish reading. Return of books is compulsory for all irrespective of students and faculties at the time of leaving the institution, be it a student or a faculty and obtain a no dues certificate from the librarian.

Sports Complex: Students are allowed to play after their classes get over. They can take the sports materials after signing the register and then again return it back.

Computers: Students can access computers when they have their practical classes. Otherwise, they can use

it during the time of making projects or for any activity but with permission from the teachers. The specific guidance relating to admission of the students is received from the department before each session begins. The admission policies adhere to the norms prescribed by Tripura University with regard to the selection of students. The students need to fill in the online application form and then they are to submit the printed form at the college. Application forms are then scrutinized and admissions are done on the basis of merit in a very transparent manner. Generally, all the students applying for admission to B.A. General course are admitted to the college but the opportunity of admission to honours programmes and science programmes is limited to the approved intake capacity of students earmarked for the college.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 100

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 318 | 299 | 272 | 251 | 299 |

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

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

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

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

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

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

Response: D. 1 of the above

| File Description | Document |
|--|-------------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |

5.2 Student Progression

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

Response: 0

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years**Response:** 25.91**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 50

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 0**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 00 | 00 | 00 | 00 | 00 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

5.3 Student Participation and Activities

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

Response: 1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 01 | 00 | 00 | 00 | 00 |

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The college has the students' council. Most of the students are the members of the council. The election to the Student Union Council is held annually, the date of election, distribution of nomination papers, scrutiny of the nomination paper and the submission of the nomination paper i.e. the entire process is conducted in accordance with the direction of the Director of Higher Education. The students' council has the post of class representative, who are elected by the students of the respective classes. The election to the various post of the students' council are conducted democratically through the ballot system.

Some activities of the Students Council:

- Coordinating with the staff to implement and organize various activities like academic, cultural and extracurricular etc.
- Assist in the admission process. Maintaining discipline in the college.
- Addressing grievances of the students and look into the welfare of the students. Solving students' related problems with help of the teachers.

- Organizing different kinds of cultural and academic programs Assist in the college programs
- Participating in different programs of sub-division level like Independence day parade, Swachata hi seva etc.
- Representation of the students in academic and administrative bodies.
- Student council is headed by the Principal as President of the council.
- Students' representation is present in all the committees like anti ragging, IQAC, College Development cell and etc.

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

Response: 1.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 3 | 2 | 0 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Institutional data in prescribed format | View Document |

5.4 Alumni Engagement

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

Response:

The college has newly formed Alumni association. This Alumni association is formed in the year of 2018, consisting of a President, Vice President, Secretary, Assistant Secretary, Treasurer, Assistant treasurer and the Executive members. The Cashier of the college is a convener of the association, who is also one of the alumni of the college. The aims and the objectives of the association for which it is formed are to maintain the relationship among the former students, to promote and welfare of the college, to assist and support to the institution, to guide and support to the alumni, who are recently completed the course. The Alumni of the AMBS Mahavidyalaya takes initiatives to assist and guide to the students in various social activities. Further the Alumni association is not registered till now, however the registration process is going on. Though the college does not receive any financial support, but the college has continuously receiving the moral support from the alumni association.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

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

Response: E. <1 Lakhs



Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

The vision of the college is to establish the Quality Education Centre, by imparting such kind of education which will take to the students in the realm of realization and also empowering the students for workplace by providing opportunities and experiences that enable to grow, thrive and prosper to the students.

- The mission of the college is: Providing higher education.
- Helping the students to obtain their graduation.

As the prime aim of education is all round development of the students and helps to develop his/her imaginative personality, so our college's objective is also to give all round development of the students by imparting value based education. Because we believe that values bring the firmness, joy and peace in our life as a result society gets better and we get quality life.

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

Response:

Yes, the college practices decentralization and participative management. The Principal/Principal in Charge is the guardian of the entire college. He is the manager of the administrative and academic activities. Though he is a decision maker and decision taker, yet he takes and makes the decision by discussing and consulting with the teachers' council secretary, teachers, office in charge, students council and the convener and coordinators of the various committees and cells. The teachers' council secretary, conveners and coordinators of the different cells and committees are meeting regularly for executing the action plans efficiently and effectively. The following are the some committees and cells that continuously support and participate in the college management.

- College Development committee Academic and Examination Committee Discipline Committee
- IQAC
- Internal Complain Committee
- Library Advisory Committee
- Anti-Ragging Committee
- Anti sexual Harassment Committee
- Placement Cell etc.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

There is a perspective plan of government of Tripura for higher education that accommodates the AMBS Mahavidyalaya also. The college has perspective/ strategic plans of several issues which are taken by the resolution in the meeting of Teachers Council, Staff meeting and the meeting of different Cells and Committees. The plans are prepare in the college whenever it is necessary for the smooth functioning of the college. The Principal conducted the meeting with the Heads of the Departments, Committees, Cells and students periodically or whenever require to discuss the policies and plans and how to implement the plans and policies. Meetings of several committees are regularly held for effective implementation of the plans.

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

Response:

The college is a Government college, The Directorate of Higher Education of Tripura acts as a governing body of the college. The Principal/Principal in Charge is a head of the institution. He guides all the committees, Cells and Clubs in their activities. Recruitment policies and other main policies, administrative setup, function of the various bodies, service rules, procedures, recruitment, promotional policies all are look after by the Directorate of Higher Education, Government of Tripura. So the sole role of the Principal and head of the various Committees is to implement the policies which are given by the Directorate of Higher Education, Government of Tripura.

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. None of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Yes, the college has given some welfare measures for teaching and non-teaching staff. These are follows:

- Faculty members are allowed to pursue their higher education. Leave is permitted for doing PhD. Any decision is taken by the meeting resolution and everyone has given the opportunity to place his/her words.
- The college gives the permission to attend in seminar, workshop and any other academic related activities.
- The college has well equipped common room for teachers. Separate toilets facilities are available for Men and Women staff. Filtered drinking water facilities are available.
- Library facilities are there; willing teaching or non-teaching staff can take the books at the home or read the books in the library.
- There is a refrigerator in the college which is very helpful during the summer days.
- Facilities like group insurance, leave salary, maternity leave, paternity leave, leave travel concession are offered to the employees.

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0**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**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 18.07**6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 2 | 3 | 2 | 1 |

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

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

The college follows the direction of the Directorate of Higher Education, Government of Tripura for the promotion and other performance appraisal system for teaching and non-teaching staff. The Directorate of Higher Education, Tripura has introduced the performance based appraisal system for the college teachers on the pattern designed by the University Grants Commission. The performance is based on the (i)

Teaching Learning related activities, (ii) Co-curricular and extension related activities and (iii) Research and Academic contribution.

The college has also encouraged the faculties to participate in Orientation Programs, Refreshers Course, Induction Training Program conducted by the various Universities. Faculties are motivated to participate and to conduct the Seminars and Workshops etc. And regarding the non-teaching staff's performance appraisal system the college has follows the Tripura Government Civil Service Rules and Regulations.

The welfare measures for the teaching and non-teaching staff are decided by the Govt. are governed by the regulations and policies of the Govt. and it is modified time to time when recommendations of the pay commissions are accepted. In case of regular teaching staff, the recommendations of the UGC are accepted. A few welfare measures that enjoy the staff are mentioned below; Salary is revised time to time as per the recommendations of UGC, Pay commission/committee, annual increment is given every year, DA is given time to time. Promotion/ Career Advance Scheme is in vogue for all the regular staff as per the guidelines of the UGC/State Government. General Provident Fund Account is available for the regular staff. Medical Bills are reimbursed in case of any medical issue but those (Group C & D Staff) who are not entitled to receive medical reimbursement, are given monthly medical allowance. Faculty members are encouraged to participate in Orientation programme. Staff can avail leaves on various grounds after getting approval from the concerned authority. On the completion of Ph.D programme, the faculty members receive benefits as recommended by the UGC. All the regular staff of the college enjoy all other benefits like HRA, DA, Gratuity, Group Insurance as applicable to the state Govt employees.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Being a Govt. college, the audits are done only by the initiatives of the Department. The college maintains its cash books and stock registers as per the guidelines received from the departments and procedures followed in the Govt. offices. The college has taken actions on the findings of the auditor and brought some changes to systematise the procedures to maintain finance. The college follows the codal formalities in procuring the various assets for the college. Purchase Committee is formed for taking the decisions relating to purchase. Recently a committee for GeM has been constituted for making the purchases online. All vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The same process is being followed for the last five years.

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

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise

during the last five years (INR in Lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 00 | 00 | 00 | 00 | 00 |

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

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

The college does not have any strategies for mobilization of funds or resource mobilization policy of its own. The college is fully dependent on the Government fund. The Directorate of Higher Education allocates the funds as per the college requirement. Moreover if the college requires emergency funds then the Head of the institution i.e. the Principal of the college send the proposal for funds for which it is required. Utilization of funds is ensured as per the government rules and regulations and for which the fund is given to the college. The examination fees are collected by the college and the college retains a portion of the amount as per the University guidelines and meet expenses related to examination from this fund. Different Cells and Committees give their views and take initiatives regarding the optimum utilization of funds for which the funds are given to the college by the Higher Education Department, Government of Tripura.

6.5 Internal Quality Assurance System**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes****Response:**

The main function of the Internal Quality Assurance Cell is to develop, arrange and provide quality education for the students of the institution. It is the prime responsibility of the IQAC to initiate, plan policy and supervise various activities that are necessary to increase the quality of the education imparted in an institution. The role of IQAC is maintaining standards in teaching, learning and evaluation and ensuring quality of education for the students. Keeping in mind the implication of IQAC, our college has established the said cell on 3rd May 2018. Since then, our college has been more active and working better than before in respect of quality education. Due to the IQAC's initiative, the faculties are becomes more serious, aware and consciousness about their quality of teaching and learning skill.

1. Through the initiative of the cell, the feedback response from students was collected on November, 2018. The feedback response from students was about the performance of teaching and learning skill of the faculties. The feedback was done well and owing to this initiative, now all faculties are able to know about their ability, capacity and weakness of teaching skill. Consequently, all teaching staffs are trying to improve and make up their weakness.

2. Two days National seminar on Right to Information Act-2005 was held on 24th -25th August, 2018. Before the commencement of the seminar all staffs were had to work in a team spirit manner to make it grand success. As a result, all teaching and non-teaching staffs have come more close and familiar.

In this way, the objectives of IQAC are achieved within the short period of its establishment. This IQAC team is wishing all the best to all for their cooperating and coordinating approach among the college staffs. Further, it is also hoped in future day to come with the realization that its success depends upon the sense of belongingness and participation in all the constituents of the institution.

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

Response:

As mentioned earlier, the IQAC came into existence only a few years earlier but the college reviews its teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals in regular Teachers' Council meetings. HODs also convene departmental meeting to review the teaching-learning process of the concerned department and take required steps for further improvement. HODs meet with the Principal time to time to review the areas mentioned above. Receiving feedbacks from the various stakeholders helps to take required steps. The Sessional Examinations and regular class tests help in assessing the learning outcomes. All the meetings, feedbacks and assessments contribute to improve the teaching-learning process in the college, develop some structures and methodologies of operations. The teachers began to use Teacher Diary and fill up Self Appraisal Forms. Departments began to adopt strategies for completing syllabus in time keeping in mind the need of the advanced and slow learners.

6.5.3 Quality assurance initiatives of the institution include:

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

Certification, NBA)**Response:** D. 1 of the above

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

NVAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college shows gender sensitivity in providing facilities within the given structure of the Government. The college has separate toilets for girls' students and boys' students. The separate toilets facilities are also available for the women teaching and non-teaching staff. There are two security guards at the main gate; one of the two guards is women security guard. Any outside person can enter the college campus by showing identity card or by writing his/her name and address and the purpose of entering the college on the visiting register. The college has the Anti ragging, Anti sexual harassment Committees and Internal Complaint Committee to look after and take initial steps to any kind of incidents relating to gender sensitivity.

Apart from the syllabus related teaching, the teachers also discharge the role as counselor for different gender issues. All the teachers continuously motivate to the students specially girl students in building a sense of self- respect, self reliance and self confidence. Because without the self confidence we cannot do anything. Since the vision and the mission of the college are all round development of the students and to prepare them for the workplace. All the students can participate in all the activities irrespective of gender, caste and class.

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: D. 1 of the above

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:**Waste management**

Since the science department is not fully started, laboratory waste was not a problem. However it is decided that the laboratories waste will be dumped in deep burial pits. Our campus was declared as plastic free campus, so there is no dumping of non-biodegradable wastes. Regular cleanliness of the campus is maintained by one and all.

e-waste management

The college is under constitution of Government, and e-waste cannot be disposed without permission of Government bodies responsible for e waste management, waste products are kept safely to avoid environmental hazards. The college gives less importance in using CDs and DVDs. All the teaching staffs, non-teaching staffs and students are trained to save their data in Google drive. Moreover, the Computers that get out of order are repaired and reused. No e-waste till date has been disposed from this institute.

The college maintains zero tolerance towards any kind of pollution.

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: E. None of the above

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: D. 1 of the above

| File Description | Document |
|------------------------------|-------------------------------|
| Any other relevant documents | View Document |

7.1.6 Quality audits on environment and energy 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: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1. Built environment with ramps/lifts for easy access to classrooms.**
- 2. Disabled-friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for persons with disabilities (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: E. None of the above

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:

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Commemorative days like Women's day, Yoga day, AIDS. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background. Institute has code of ethics for students and a separate code of ethics for teachers and other employees which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

The Institution believe in unity in diversity that's why our students respect the different religion, language and culture. Students and Teachers greet and wish each other at different festivals and invite them to have a feast to get introduced with ones culture to have amicable relations and to maintain the religious, social and communal harmony. Similarly our students also celebrate the different festivals with joy and enthusiasm which help them to implant the social and religious harmony. The diversity in Tripura state is unique. Tripura presents varieties of physical features and cultural patterns. It is the land of many languages and many tribes. To represent our Indian culture, on the eve of our college annual gathering and Freshers' Welcome program we organize a traditional dance competition along with modern . In this competition/event students wore the different attire representing the different tribes, religions and cultures. Through this activity students get acquainted with the different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

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:

AMBSM undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties and responsibilities of the citizens. Every year on 26th Nov, Constitution day was celebrated at college premises. The Principal and the senior teachers of the college narrated the fundamental rights, Duties, Values and responsibilities of citizens as stated in Constitution of India. Students are also participated in this event. All the speakers appealed to all to remember the struggle of freedom and respect the National Flag and National Anthem. Our constitution provides for human dignity ,equality, Social justice ,Human rights and freedom ,Rule of law ,equity and respect and superiority of constitution in the national life .The whole country is government on the basis of the rights and duties enshrined in the Constitution. The college offered a compulsory paper on the Constitution of India at Degree level across all disciplines to create awareness and sensitizing the students and employees to constitution obligation .As a part of strengthening the democratic values. The college has also Electoral literacy club and voters awareness forum are created to literate the students and the general public about the Democracy. A voters pledge programme is organized every year on the day of National Voters day. College level essay/ quiz competition both in Bengali and English was organized on this day. The activities relating to this task were undertaken by our NSS and NCC Volunteer. Every year Republic day is Celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Similarly constitution day also would be celebrated on 26th Nov every year. Independence day is also celebrated every year to highlight struggle of freedom and importance of Indian constitution.

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: C. 2 of the above

| File Description | 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:

Our college, with its aim towards developing students into responsible, accountable citizens organizes that promote greater values of life like love, integrity, fraternity and patriotism within their personalities. Celebrations of National festivals and birth or death anniversaries of the great Indian personalities are

observed regularly by the college. The following days are celebrated :

Independence Day: Every year we celebrate that day with respect. Many children of the neighbouring villages present in this program. At the beginning the national flag is hoisted by the principal with great honour. After that national anthem is sung by everyone. Then principal sir and other faculty members give speech about independence day so that everyone can realize the importance of this day. At the end of program sweets and chocolates are distributed among people.

Republic Day: the republic day is also celebrated in the college with great honour and respect. The celebration starts with the formal hoisting of the national flag in presence of the staff, students and village children. Principal and other staffs and student give valuable speech about that memorable day.

Teacher's Day: Teacher's day is also celebrated in our college. Our students arrange a program to pay their tribute to their teachers. They express their respect, honour and gratefulness to their teachers with cultural program, giving flowers. The celebration continues to remind the most important thing i.e. the

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:

Best Practice 1

1. Title of the Practice: A Model for Village Development

2. Objectives of the Practice:

- To secure the livelihood of the people of through awareness of various schemes of the Government
- To Empower women and
- To ensure primary education and medical care for children

3. The Context:

The Program Officer and the volunteers of the N.S.S. Unit of the college visited this village and were shocked at the poverty, illiteracy, infant mortality and unemployment of its people. Most of the villagers are unaware about the various schemes of the Government which is running for the development of the village people. Since they are totally unaware about the scheme, so they cannot take the benefit of it. Program Officers and volunteers interacted with the villagers and found that they resigned to their fate and resistant to any idea of change. The women wanted to stay behind their door and veils. Since the village was in close proximity with the college, almost at a walking distance it was decided that to adopt the village and thereafter regular interactions, camps, awareness programs of various topics and schemes followed.

4. The Practice:

It was decided to focus on three major issues- (i) awareness of various schemes of the Government (ii) Empower women and ensure primary education and medical care for children. The villagers started to communicate each other regarding the issue of various schemes of the Government which are running for the development of livelihood of the village people. Periodically they meet, discuss about the Governmental Schemes, take primary decision for enrich their livelihood. Women were encouraged to form Self-Help group to carry on small scale saving, sanitation and anti liquor campaign programs. To encourage the girl students, N.S.S. Unit and NCC UNIT of the college annually distributes the pen and papers. Not only that sports items like foot ball, tennis ball and toilets soaps are also given for hygienic life style. The unit also organized seminar on various related issues of Women Empowerment, women education and role of women in family welfare etc. All the parents are now motivated to send their children to school and also to have been motivated to have the mandatory vaccination for their new born child.

5. Evidence of Success:

Women have become articulate, aspiring and capable of taking leadership of the community to bring the conclusive decision. The villagers are more conscious about the various schemes of the Government which are running for the development of the villagers. Consumption of liquor has been reduced to a great extent by the efforts of women. All the children are school-going. Children are completing their primary education in the village school. And those students who are completed primary school are sent to other higher school for further education. Also all the infants in the village have been duly vaccinated. On the whole, the efforts have had a salutary impact on village life.

6. Problems Encountered and Resources Required:

It has been very difficult to dissuade ignorant and illiterate villagers from consumption of liquor, encourage them to send their children to school and refrain from quacks for redressing their ailments. The establishment of primary school and regular health program in the village has created a favorable for children to be induced to come in the school.

Motivators – mainly teachers and students, locals youth, NGOs and officials of the line departments because these are such kinds of issues which any single department cannot work properly, it is possible only collective efforts.

Best Practice 2

1. Title of the Practice: Respect and Caring for Senior Citizens

2. Objectives of the Practice:

- To awaken the sense of responsibility amongst the students towards their parents and grand parents
- To help the senior citizens residing in nearby old age homes, villages and
- To understand the psychology of the aged and help them to lessen their pain and emotional stress.

3. The Context:

With the advancement of the medical science today the life expectancy has been increasing resulting in the phenomenon of 'population ageing'. This significant rise in the number of senior citizens and their proper health care and privilege for them are matters of great concern and challenge before us especially before higher education. Institutions can orient common people towards this noble task.

4. The Practice:

The teachers and the students of the various organs of the college like NSS, NCC visit village located nearby college and try to understand the life style of the old aged people. They also enquire their requirement; problems, demands etc. and how the government tries to reduce their problems, the volunteers of the NSS and NCC are also study. The college observed the International Day of Older Person on 1st October each year. The students are encouraged to write and to express their views, experiences about the Older Person. And also take pledge to be sensitive to the needs of the old person in their family and surroundings. The objective is that to develop the sense of value in the mind of students that every person whether the person is young or the old, every person is valuable by own quality. To reviving the old age culture of India that regard the old as an asset and not a burden and give them the much needed company and feeling of belongingness.

5. Evidence of Success:

In the present day society, the emotional bond between parents and the children seems weakening for various reasons. For the old, indifference by the family members has assumed menacing proportions. In this context, this practice has certainly made an impact. It has extended a helping hand to the aged of the locals and surrounding areas, and also infused a sense of responsibility and respect amongst the students towards the aged people. The Colleges can awaken the students to realize their responsibility towards the senior citizens.

6. Problems Encountered and Resources Required:

There are always financial constraints. These are sought to be overcome with the help of various clubs and societies of the locality. Finance is the crucial resource.

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:

It is very much importance in the overall progress and development of the institution. With this view our college has its own mission statement accordingly we always try to function uniquely, innovatively and distinctively from the other institutions. As far as our Mission and Vision is concerned, college always try

to implement the distinctiveness in the work. Our college has students from the surrounding villages. Most of the students from rural areas & poor background, but they are not poor in talent, knowledge and humility. Our college staff identify their talent and encourage them as per our mission statement, 'our aim is to bring the girl students into the main stream of higher education'. The main aim was to provide an opportunity to the rural students of this area especially the rural girl students to pursue the higher education for their development and progress of the family. HEI gives exposure to the girl students to get an opportunity to participate in every curricular, extracurricular and extension activities very actively. Through the NSS, NCC, Red Ribbon Club the girl student get a stage and dais to develop their academic as well as professional, cultural, social consciousness, alertness, responsiveness. The college organises the women empowerment programs for making them confident enough to struggle the battle of life. Various eminent woman personalities are being invited for the guidance on several issues. Special health related Seminars, work shop were organised and health check up camps has been organised to find out the health issues and provided them with Government hospital help in the form of consultancy and expenditure. We constructed special girl students to facilitate them.

5. CONCLUSION

Additional Information :

The priority of the college is to helping the students to get their graduation degree, and focusing on this the college is trying to impart such kind of education which will help them to realize the society and enhancing their knowledge, skills and instilling the desired values in the mind so that they can become a good citizen of the state.

The college has always been inspiring the students to learn and develop as a whole. We also motivate to the students to know his/ her own identity and love their own culture, because cultural identity is the real identity in the sphere of society.

Moreover as our vision and mission are the all round development so we always try to transfer the knowledge which help to bring the calmness, serenity and happiness in life. The knowledge which does not brings the peace and pleasure is not knowledge in true sense.

Concluding Remarks :

The college has been serving the society at large for the last 30 (thirty) years providing adequate education and skills based on values. The college has been continuously pursuing the knowledge, modifying its practices and community activities in accordance with the needs of the society. Since the college is a Government Degree College so the college has always follow the rules and regulations and the orders given by the Director of Higher Education.

Although the college has many shortcomings, yet the college is trying to perform its level best. Further it is the first time the college has taken the step towards its assessment and accreditation process. We believe that this assessment process will help in overall growing and developing of the college.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|----|-----|----|----|---------|---------|---------|---------|---------|-----|----|----|---|----|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per the document provided by HEI</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>02</td> <td>02</td> <td>0</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>00</td> <td>00</td> <td>0</td> <td>00</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 05 | 02 | 02 | 0 | 01 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 01 | 00 | 00 | 0 | 00 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 05 | 02 | 02 | 0 | 01 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 01 | 00 | 00 | 0 | 00 | | | | | | | | | | | | | | | | | |
| 1.2.3 | <p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>256</td> <td>75</td> <td>136</td> <td>00</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>186</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited with the reference of key indicator 1.2.2</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 256 | 75 | 136 | 00 | 30 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 186 | 0 | 0 | 0 | 0 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 256 | 75 | 136 | 00 | 30 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 186 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|
| 1.3.3 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.3.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 246 Answer after DVV Verification: 181</p> <p>Remark : Input edited as per the document provided by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) <i>Students</i></p> <p>2) <i>Teachers</i></p> <p>3) <i>Employers</i></p> <p>4) <i>Alumni</i></p> <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.2 | <p>Feedback process of the Institution may be classified as follows:</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected <p>Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: E. Feedback not collected</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1671 1046 1738"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1816 1046 1951"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>500</td> <td>500</td> <td>500</td> <td>490</td> <td>490</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 2029 1046 2096"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 500 | 500 | 500 | 490 | 490 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 500 | 500 | 500 | 490 | 490 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 500 | 500 | 500 | 490 | 470 |
|-----|-----|-----|-----|-----|

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 200 | 215 | 154 | 139 | 180 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 250 | 215 | 235 | 259 | 180 |

Remark : Input edited with the reference of SSR.

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 26

Answer after DVV Verification: 13

Remark : Input edited as per the provided document by HEI.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 02 | 02 | 02 | 1 | 1 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0 | 0 | 0 | 1 | 1 |

Remark : Input edited as per the document provided by HEI.

| 2.4.3 | <p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 81 Answer after DVV Verification: 33</p> <p>Remark : Edited as per given document by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 3.1.3 | <p>Number of Seminars/conferences/workshops conducted by the institution during the last five years</p> <p>3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 748 1046 882"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>8</td> <td>5</td> <td>5</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 963 1046 1097"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>6</td> <td>2</td> <td>2</td> <td>01</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given document (only seminar/workshops is considered)</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 23 | 8 | 5 | 5 | 2 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 20 | 6 | 2 | 2 | 01 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 23 | 8 | 5 | 5 | 2 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 20 | 6 | 2 | 2 | 01 | | | | | | | | | | | | | | | | | |
| 3.2.1 | <p>Number of papers published per teacher in the Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="306 1453 1046 1588"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>03</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1668 1046 1803"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>02</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given document by HEI.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 00 | 03 | 00 | 00 | 00 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 00 | 02 | 00 | 00 | 00 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 00 | 03 | 00 | 00 | 00 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 00 | 02 | 00 | 00 | 00 | | | | | | | | | | | | | | | | | |
| 3.2.2 | <p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.2.2.1. Total number of books and chapters in edited volumes/books published and papers</p> | | | | | | | | | | | | | | | | | | | | |

in national/ international conference proceedings year-wise during last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10 | 2 | 2 | 4 | 3 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Books with ISBN number has not been provided hence input is edited.

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 1 | 2 | 2 | 1 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 1 | 0 |

Remark : Input edited as per the given document by HEI.

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**3.3.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 29 | 33 | 24 | 35 | 15 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 1 | 0 | 1 |

Remark : Input edited as per the document given by HEI.

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

3.3.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 612 | 1102 | 903 | 937 | 422 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 90 | 0 | 50 | 0 | 50 |

Remark : Input edited as per the given document by HEI.

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

3.4.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10 | 01 | 02 | 01 | 0 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 1 | 0 |

Remark : Input edited as per given document.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 6

Answer after DVV Verification: 1

Remark : Input edited as per given document by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1270149 | 1599544 | 2449911 | 3008773 | 979774 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.70 | 15.99 | 24.49 | 30.08 | 9.79 |

Remark : Observation accepted, edited according to the data template provided by HEI.(since the infrastructure augmentation is not mentioned in audited statement)

4.2.2 The institution has subscription for the following e-resources

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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

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)

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 1.5 | 00 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

Remark : Relavent documents are not provided by HEI.

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : D. 05 MBPS – 10 MBPS

Answer After DVV Verification: E. < 05 MBPS

Remark : Relavent document not provided by HEI.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1270149 | 1599544 | 2449911 | 3008773 | 979774 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.70 | 15.99 | 24.49 | 30.08 | 9.79 |

Remark : Observation accepted, edited as per the data template provided by HEI.(since maintenance of infrastructure is not mentioned in audited statement)

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted, edited accordingly.

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

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

4. Timely redressal of the grievances through appropriate committees

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

5.2.2 Average percentage of students progressing to higher education during the last five years**5.2.2.1. Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 154

Answer after DVV Verification: 50

Remark : Out of 15 certificates only 5 certificates are valid so the input edited accordingly.

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 01 | 00 | 00 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 01 | 00 | 00 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

Remark : Without qualifying certificate the claim will not be considered.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 7 | 6 | 6 | 4 | 4 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 3 | 2 | 0 |

Remark : Edited a sper given document by HEI.

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : Required documents is not provided by HEI hence input edited.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 01 | 01 | 00 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

Remark : Required document is not provided hence input has been edited.

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements

| | |
|-------|--|
| | <p>2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: D. 1 of the above Remark : Input edited as per the documents provided by HEI.</p> |
| 7.1.2 | <p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <p>1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : D. 1 of the above Answer After DVV Verification: D. 1 of the above Remark : Input edited as per clarification document provided by HEI.</p> |
| 7.1.5 | <p>Green campus initiatives include:</p> <p>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</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D. 1 of the above Remark : Input edited as per given document by HEI.</p> |
| 7.1.6 | <p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <p>1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: E. None of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <p>1. Built environment with ramps/lifts for easy access to classrooms.</p> |

2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (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**

Answer before DVV Verification : D.1 of the above

Answer After DVV Verification: E. None of the above

Remark : Input edited as per the given document by HEI.

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited as per the given document.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1 | <p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>09</td> <td>09</td> <td>08</td> <td>08</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>270</td> <td>270</td> <td>270</td> <td>240</td> <td>240</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 09 | 09 | 09 | 08 | 08 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 270 | 270 | 270 | 240 | 240 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 09 | 09 | 09 | 08 | 08 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 270 | 270 | 270 | 240 | 240 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>318</td> <td>299</td> <td>272</td> <td>251</td> <td>299</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 318 | 299 | 272 | 251 | 299 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 318 | 299 | 272 | 251 | 299 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 900 | 880 | 860 | 753 | 883 |
|-----|-----|-----|-----|-----|

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 250 | 250 | 250 | 245 | 245 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 155 | 155 | 155 | 150 | 150 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 13 | 17 | 18 | 19 | 19 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 13 | 15 | 18 | 19 | 19 |

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 13 | 17 | 18 | 19 | 19 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 13 | 13 | 13 | 13 | 13 |

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 14

Answer after DVV Verification : 12

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1270149 | 1599544 | 2449911 | 3008773 | 979774 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12.70 | 15.99 | 24.49 | 30.08 | 9.79 |

4.3

Number of Computers

Answer before DVV Verification : 22

Answer after DVV Verification : 28

4.4

Total number of computers in the campus for academic purpose

Answer before DVV Verification : 22

Answer after DVV Verification : 16

NAAC