



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**MICHAEL MADHUSUDAN DUTTA COLLEGE**

**SABROOM, SOUTH TRIPURA**

**799145**

**[www.mmdcollege.in](http://www.mmdcollege.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Michael Madhusudan Dutta College is at South Tripura District, approximately 130 kilometers away from Agartala, the capital of Tripura. The College which is the only institution of higher education in the Sabroom Sub-Division was established on 24th September, 1987. The location of the College is at a beautiful place along the National Highway No. 8 with a vast plot of 50.69 acres. The seedbed of this Institution was Sabroom Boys H.S. School. Initially, the College was known as Sabroom Government Degree College but on 08.04.2002, the State Government named it as Michael Madhusudan Dutta College. The College was shifted to the new building on 8th April, 2002. The College is managed by the Government of Tripura and affiliated under Tripura University, Tripura.

The College is a semi-urban based coeducational institution offering UG programmes in Arts and Commerce with eleven subjects in major and general courses. Most of the people in this area basically belong to ST, SC, and OBC communities. The whole area is socio-economically backward. It is dwelt in by people of diverse castes, creeds, communities, tribal and ethnic groups who have their own distinct culture, religion and language. Since its inception, the college has been sincerely rendering service in imparting higher education at UG level and devotedly working for the all round development of students and doing community service as expected of a higher education institution. The College along with teaching and learning lessons provides opportunities for the students to participate in co-curricular, extra-curricular, NSS, and Sports Activities. Regular efforts are made for economically backward students and social development of the community living in the surrounding area.

### Vision

To provide inclusive and quality education to novice mind, contributing towards Nation Building

### Mission

The mission of Michael Madhusudan Dutta College reflects the Institution's commitment to develop:

- the scientific temper which broadens the logical and critical acumen,
- competence to develop competitiveness among the students,
- humanism for greater participation in nation building,
- art of preserving and protecting mother nature,
- spirit of inquiry and reform for self development,
- preparing the novice mind to deal with future course of life,
- blooming self-esteem and mental alertness through physical activities, and
- striving towards excellence in all spheres of individual and collective activity.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

## **Institutional Strength**

### Institutional Strength

- One of the largest college compound in the state,
- Situated away from the hustle bustle of the city; hence, serene, pollution free and green campus,
- Preservation of trees and maintenance of cleanliness in the College campus,
- Existence of mixed culture among students and staff of the College,
- Competent, conscientious and compassionate faculty members,
- Most of the faculty members are involved in research activities,
- Energetic and diligent non-teaching staff,
- Healthy relation between teaching, non-teaching and students of the College,
- Students are punctual, responsible, courteous, and inculcated with the spirit to serve the nation,
- Proficient students in co-curricular activities.

## **Institutional Weakness**

### Institutional Weakness

- Paucity of funds,
- Shortage of faculty and non-teaching staff,
- Lack of books and journals,
- Absence of librarian and technical staff,
- Development of computerized library/e-library,
- Lack of high-speed internet facility and weak mobile network,
- Shortage of classrooms and other rooms for academic and administrative purpose,
- Scarcity of smart classrooms,
- Requirement of well-equipped auditorium, library building, laboratory, play ground, students' common room, canteen, hostel for students, teaching and non-teaching staff quarters,
- Development of communication skills of the students,
- Entailment of placement facilities for the students.

## **Institutional Opportunity**

### Institutional Opportunity

- To acquire a status of College of Excellence,
- To enhance research activities,
- To introduce vocational courses,
- To Set up more smart class rooms,
- To organize national/international seminars/conferences,
- To enhance college-industry-community network,
- To strengthen consultancy practices,
- To implement e-governance,
- To avail eco friendly renewable energy resources, like the usage of solar power and so on,
- To set up a well planned garden.

## **Institutional Challenge**

### **Institutional Challenge**

- To develop physical infrastructure which is not in line with the growth in enrolment,
- To provide employment oriented education,
- To inculcate the habit of reading among the students in this technological era,
- To improve poor economic background of large number of students,
- To regularise attendance of students which is hampered due to insufficient & costly transport system,
- To provide the dithering students regarding their future career opportunities,
- To develop basic communication skills among the students, especially in English.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Offering quality education is the main aim of Michael Madhusudan Dutta College. It is the only higher education centre in this sub-division covering a vast rural area from which students get enrolled in this Institution. The distinctive feature of Tripura is the co-existence / cohabitation of tribal and nontribal population in the same area and Sabroom is not an exception. Though the college cannot enjoy liberty in curriculum designing, still the given curriculum is delivered in a manner so that the students of all community can satisfy their distinctive nature of talent in the curriculum and co curricular aspects.

Some socio-cultural issues are being addressed through the given syllabus. Besides these there are events related to different kinds of physical and mental enrichment which are being organised throughout every academic session.

The variety of culture and language of the students is one of the noticeable features of this college in one hand, but the same is one of the constraints to form / build up a unique feature of inter-communicative atmosphere. The students remarkably lack in communication skill, especially in English. Both the academic and administrative staffs are providing maximum amount of attention and effort to help the students enrich themselves in given structure of syllabus and academic procedures.

There is a free atmosphere for student's feedback, student's comment, cultural activities, sports events and formation of Students' Council. The Teachers' Council, The IQA Cell and the Academic Committee headed by the Head of the institution monitor and mentor all the curricular aspects regularly.

### **Teaching-learning and Evaluation**

Admission to the College is done through a transparent process starting from form distribution to publication of merit position; details regarding the admission process (i.e., admission schedule and selected admission merit list) are displayed in the College Notice Board and uploaded in the Institutional Website. The College strictly follows merit as per Tripura University norms and reservation policy of the Government of Tripura. There is no

cut-off percentage of marks for taking admission in the general courses. Admission to honours courses are made according to merit of students.

All departments of the institute take introductory classes to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice. The College sensitizes its students through its curriculum, celebrating national/international days, organizing awareness/sensitizing seminar, symposium, drama, quiz competition etc.

Tutorial classes, unit tests are taken for the improvement of teaching-learning process. Apart from the lecture method, interactive method and project based learning method are practised. To make the learning skills students-centric, interactive learning, group learning and tutorials are also practiced. Participatory learning activities such as participation in intra-class quiz competition, departmental wall magazine and intra-departmental seminars using project work, assignments, are also encouraged. Faculty members uses smart classroom, e-resources contribute to innovation and creativity in teaching-learning.

The teachers of the College take efforts all around the year to nurture critical thinking, creativity and developing scientific temper among the students. The College library has text and reference books, though space is limited.

All the undergraduate departments conduct Continuous Internal Evaluation for 20% marks for every paper in each semester. Mechanism of internal assessment is transparent. Mechanism to deal with examination-related grievances is transparent, time-bound and efficient.

### **Research, Innovations and Extension**

The institution with its limited material recourses and man power does its best to ensure efficient use of the different utility and equipments. Some of the faculty members are holding Ph. D. degree and the rest are pursuing their Ph. D. degree from different UGC recognized universities. There is a continuous guidance and motivation by our Research Advisory Committee which inspires the faculty members to successfully submit their research project. Apart from this, faculty members often participate in seminars, conference in different platforms. A good collection of books/journals have been published/edited by our faculty members during the last five years. The NSS unit, IQAC, different Departments of the Michael Madhusudan College, Sabroom, organizes different extension programmes from time to time which bear great social values.

### **Infrastructure and Learning Resources**

Infrastructure and Learning Resources are the main part of teaching learning process; hence the college has some Infrastructure and Learning Resources. The College has two academic building (one old and one new) and one administrative building just attached with new academic building. There are 10 classrooms in the old academic building with ramp for disabled students. In the new academic building the College has 5 classrooms and one smart classroom. In the same building there is also Library, Yoga Centre, Gym, Exam Section and Professors' Common Room. The College has a small canteen with tin shade and bamboo fencing with ordinary facilities and an Auditorium with 500 seating capacity which needs renovation and a separate building for Students' Union Council. The College has a small play ground that facilitates the volleyball and practical classes for the students of Department of Physical Education. The college has sufficient water supply through the submersible deep tube well and safe drinking water facilities.

There is a Library Room adjusted in one of the rooms in the Academic Building to cater the need of the students and staffs. The library has sufficient numbers of books for the old syllabus but very few books for the new syllabus. There is no Librarian; therefore library works and records are maintained by one of the ministerial staff of the college. There is also a small space for reading purpose.

### **Student Support and Progression**

The college places utmost priority to support its students and monitor their all round progression in both academic and extra-curricular arenas. The students are provided with detailed information about the college, its rules and regulation, admission procedure, academic details etc through the college website and its prospectus. The college also enables its students to be benefitted by various Government scholarships and grants viz. Post-Matric scholarship and free text book grants to different social categories including Lower Income Group which is disbursed to the students through DBT scheme.

In order to bring about a holistic development of the students various capability enhancement and development programs such as Career Guidance and Counselling, Remedial Coaching, Yoga and Meditation, Personal Counselling etc. are organised and provided to the students from time to time by the College involving the faculties from different departments as well as inviting external experts and agencies. The College also ensures the participation of the students in sports and cultural activities by organising events and competitions at the college level as well as providing scope for participation at the inter-college, district and state level competitions. The Department of Physical Education organises, monitors and mentors students for different sports events and there are different sub-committees of the Teachers' Council for Games and Sport and Cultural Events. The College also has a transparent mechanism for timely redressal of student's grievances through the Grievance Redressal Cell as and when such events occur.

The College seeks to maintain relationship with its outgoing students and thus, encourages and maintains cordial relationships with its Alumni body providing platform for meetings and their continuous engagement in furthering the development of the College through collaborative effort.

### **Governance, Leadership and Management**

Michael Madhusudan Dutta College has its own Vision and Mission which lay emphasis on nation building through education. Curricular and co-curricular activities of the college are done with the view to achieving its vision and mission. The Principal/Principal-in-charge, as the head of the institution, is the overseer of the whole administration and management of the college. However, different Committees and Cells constituted in the institution particularly Teachers' Council and IQAC assist the Principal in deciding various decisions. As the college is a government institution, the *governing body* is the Directorate of Higher Education, Government of Tripura and therefore, all development plans and funds are governed by the Department of Higher Education. In addition, recruitment of teaching and non teaching staffs and their promotions and retirement are also looked after by the governing body. The institution is affiliated to Tripura University (Central University) and therefore, all academic matters and curriculum are as prescribed by Tripura University.

The College has sufficient materials to facilitate harmonious work environment for both teaching and non-teaching staffs. The College encourages professional development for faculties through urging them to attend Orientation Programme, Refresher Courses, other Short-Term Courses and take research works.

So far as the financial management and resource mobilization is concerned, the Department of Higher Education is the overall controller. The budget allocation for the College is sanctioned by the Directorate of Higher Education and also financial audit is done as per the decisions of the Department of Higher Education through the Department of Finance, Directorate of Audit Government of Tripura. Day to day financial management is done by the Principal of the College. Resource mobilization work lies with the College from various funding agencies like UGC, DST ICSSR etc. Even non-government fund collected from the students and centre fee from the University are some of the examples.

As per UGC guidelines, Internal Quality Assurance Cell (IQAC) of Michael Madhusudan Dutta College was established on 7th May, 2014. Since its inception, the Cell has played a significant role in conducting a number of academic and cultural activities and skill development of the students in diverse dimensions.

### **Institutional Values and Best Practices**

Any educational institution has the aim to be a pioneer in the holistic process of social development. For this, it extends its all possible scopes and opportunities to the students.

MMD College is encountering a number of constraints in actualizing its aims. In spite of these, it is planning and conducting different programs related to the maximum benefit of the students.

Co-curricular activities are one of the ways of creating sense of social responsibilities through awareness. The college organizes programs on Gender Equity, which is almost a burning issue in the contemporary social pattern. Such programs, which are specially related to important social issues other than the mentioned one, like, Child Marriage, Superstition, Domestic Violence, which are also indirectly related to the issue of Gender Equity, in a shape of class room lecture and interaction among the students.

The college is yet to arrange any kind of Alternative Energy sources.

The campus facility is being used as far as practicable. Liquid Waste and Bio-degradable Waste management are being done in such a way so that these can be the resources for the Green Campus project of the college. Rain Water Harvesting project is also being designed within the campus facility.

Green Practice is one of the Best Practices of our College. We try to keep our natural blessings unhampered and to support them to be in a better condition.

The College authority has limited provisions for the Divyangjan students. Still the authority extended its possible cooperation being within the frame work.

Community Service or Involvement with the locality for Extension Service could not be done in a wide range mainly due to the locational disadvantage. But the NSS Unit and the Women Cell are doing some programs on community service.

The College organizes programs for sensitizing the students for National Integration and for promotion of Universal values.

All functions related to academic, administrative and financial matters are being done keeping accordance with

respective rules.

The college authority cares about the overall development of almost all students. For this reason, there are provisions for creative activities.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MICHAEL MADHUSUDAN DUTTA COLLEGE
Address	Sabroom, South Tripura
City	Sabrrom
State	Tripura
Pin	799145
Website	<a href="http://www.mmdcollege.in">www.mmdcollege.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Thaiu Mog	03823-270227	9436126167	03823-270225	mmdcollege@gmail.com
IQAC Coordinator	Sucharita Chaudhuri	03823-275329	9436456328	03823-275519	sucharita187@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	24-09-1987

**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	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	17-11-2006	<a href="#">View Document</a>
12B of UGC	17-11-2006	<a href="#">View Document</a>

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

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

**Details of autonomy**

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

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sabroom, South Tripura	Semi-urban	50.69	2502.145

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali	36	HS	Bengali	40	27
UG	BA,Economics	36	HS	English,Bengali	30	1
UG	BA,Education	36	HS	Bengali	40	36
UG	BA,English	36	HS	English	20	5
UG	BA,History	36	HS	Bengali	40	3
UG	BA,Kokborok	36	HS	Bengali	40	40
UG	BA,Philosophy	36	HS	Bengali	45	5
UG	BA,Physical Education	36	HS	English,Bengali	30	30
UG	BA,Political Science	36	HS	English,Hindi,Bengali	50	43
UG	BA,Sanskrit	36	HS	Bengali	30	21
UG	BCom,Commerce	36	HS	English,Bengali	40	0

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				24			
Recruited	0	0	0	0	1	1	0	2	9	3	0	12
Yet to Recruit	0				0				12			
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				14
Recruited	9	5	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	2	0	0	4
M.Phil.	0	0	0	0	0	0	4	1	0	5
PG	0	0	0	0	0	0	3	2	0	5

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		2		8

**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	479	0	0
	Female	326	0	0	0	326
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	33	33	56	30
	Female	14	28	26	18
	Others	0	0	0	0
ST	Male	55	64	79	60
	Female	42	46	47	29
	Others	0	0	0	0
OBC	Male	36	57	70	55
	Female	32	32	38	29
	Others	0	0	0	0
General	Male	45	27	66	48
	Female	39	36	40	37
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>296</b>	<b>323</b>	<b>422</b>	<b>306</b>

### 3. Extended Profile

#### 3.1 Program

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

Response: 188

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	09	09	09	09

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
806	820	838	728	712

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
127	127	127	104	104

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
231	165	161	139	137



File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	21	18	18	19

  

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	24	24	22	22

  

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 16**

#### Number of computers

**Response: 15**

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

2017-18	2016-17	2015-16	2014-15	2013-14
19.95	4.51	4.45	16.37	37.30

## 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:

MMD College follows the curriculum and syllabi offered by the University which it is affiliated to. The Institution frames specific plans through the Head of the Departments which is actualized through all the faculty members of the respective departments. Following steps are taken by each Department to make the curriculum a successful one to enrich the students:

- Departmental Meetings,
- Content Distribution of the Syllabus,
- Reviewing the Status of Library Books,
- Fixing the Examination Schedule of Internal Assessment,
- Declaration of Result of each Sessional Examination,

Time slot of the above mentioned meetings having departmental flexibility to some extent. They are generally fixed in a manner so that the interest of the students in all respects can be maintained as per requirements. Additional meetings and corresponding actions are taken as per the requirements of the students.

The departmental routine keeping in accordance with the Master Routine of the Institution is framed by the Head of each Department at the outset of each academic session and the same is submitted to the Head of the Institution. An approved departmental routine is documented in the departmental notice board.

The teaching plan is framed in Departmental Monthly Meeting of each department and followed with a process of keeping records as far as practicable.

The corresponding syllabus of each semester is distributed among the respective students, both (Honours and General) during the respective classes at the beginning of each academic session.

Parent Teacher Meeting is also held initiated by the IQA Cell of this Institution to make the parents aware about the progress and problems of their wards. Feedbacks from the parents are also collected to find any additional suggestion(s) for a better academic practice.

The whole process is monitored continuously and regularly headed by Teachers' Council, Academic Committee and IQAC of this institution.

##### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response: 0****1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

**File Description****Document**

Details of the certificate/Diploma programs

[View Document](#)**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response: 5.26****1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	00	1	0

**File Description****Document**

Details of participation of teachers in various bodies

[View Document](#)

Any additional information

[View Document](#)**1.2 Academic Flexibility****1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response: 6.38****1.2.1.1 How many new courses are introduced within the last five years****Response: 12**

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>

### 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

**Response:** 30

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

Response: 03

File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>

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

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

**Response:**

Social Science has a vast scope of including different issues related to human values, social consciousness and ethics. The Tripura University, which the college is affiliated to, has designed the syllabi of the courses in TDP General and TDP Honours for the students to interact such issues within the curriculum. The Institution addresses these issues in two ways: by completion of the respective syllabus and organising different lecture programs and conducting external programs across the community.

The curriculum consists of MIL (Modern Indian Languages) along with Heritage and Culture, compulsory for Second Semester students. Topics included in these papers are chiefly related to language and culture and heritage of the country. There is also a compulsory paper on Environmental Studies for the Third Semester students.

The curriculum also consists of Gender Studies and Human Rights as Soft Skill Study, compulsory for the Sixth Semester students. The syllabus of Philosophy also includes issues like Gender, Professional Ethics and Human Values. Moreover, Political Science also has some issues in its syllabus to address issues related to human values and sustainability.

The Institution also attempts to aware the students about these issues by organising programs on gender equity through observance of 'International Women's Day', conducting survey and awareness program through Women's Cell of this College. Different Departments and the IQAC organise invited lecture programs on issues related to human values and sustainability. The institutions also organises programs by external agencies like Police Departments, Government of Tripura, to address the issues related to gender, values, rights and duties and practice of ethics as a whole. Internal programs include quiz, debate and presentation by the students. The College always attempts to provide maximum scope for the students to be successful and responsible citizen through the curriculum.

### 1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

**Response:** 0

#### 1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 00

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 0

#### 1.3.3.1 Number of students undertaking field projects or internships

Response: 00

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above

File Description	Document
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:**

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

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

File Description	Document
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 87.5

##### 2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
296	323	422	306	311

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
405	405	365	365	365

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 73.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
65	83	93	89	95

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners**

**Response:**

After admission the institution assesses the learning levels of the students. All departments of the institute take introductory classes to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice in the following ways.

- At the beginning of the commencement of classes, department-wise faculty members interact with students regarding: subjects taken and marks secured in the previous examination, computer skills, internet surfing habit for the study materials.
- Reviewing their understanding at the H.S. (+2) stage.
- After assessing their knowledge/needs and skills, faculty members like a team take some introductory classes to acquaint them with the syllabus.
- Identify educational/learning needs of advanced learners through: classroom interactions, assignments, group discussions & class tests.

The academic performance of the students from the disadvantaged sections of society, slow learners, economically weaker sections etc. who do not seem to cope up with the pace of learning. Dropout students are often identified by the faculties during personal interactions and counseling in and outside the classroom.

Following strategies are adopted for improving academic performance of the slow learners:

- Repetition & revision of a topic,
- Encouraging students to participate in classroom interactions,
- Tutorial classes, personal guidance and class tests among small groups,
- Delivering simple summary of the lecture,
- Supplying necessary study materials,
- Using teaching aids,



- Practical demonstration, etc.

Respond to special educational/learning needs of advanced learners through:

- Providing guidance for reference books, tutorial classes, interactive sessions and class tests.
- Apart from classroom teaching, assignments are given to the advanced group learners.
- Addresses of relevant websites are given.

Intra-departmental seminars, wall magazine on selected reference topics are also organized /published.

### 2.2.2 Student - Full time teacher ratio

**Response:** 40.2

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.12

#### 2.2.3.1 Number of differently abled students on rolls

Response: 01

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

Steps for making learning skills student-centric are interactive learning, group learning and tutorials. Participatory learning activities such as participation in intra-class quiz competition, departmental wall magazine and intra-departmental seminars using audio visual aids, project work, assignments are also encouraged.

The College provides the learning facilities like smart classrooms, well-stocked library with reading room and internet connection to make learning effective. The examination committee conducts unit tests. Students regularly attend classes where they interact with the teachers. It helps interactive learning. Students are encouraged to participate in intra-classroom quiz to monitor the academic progress which also facilitates interactive learning. Students are encouraged to use the library independently that enhances self-learning. They are encouraged to write assignments, contribute for the departmental wall magazine and the

college magazine for developing independent learning. All 6th Semester students are required to prepare an individual project where there is scope for independent learning. Apart from it, the co-curricular activities such as seminars/workshops/ conferences/debates, extracurricular activities such as cultural/sports activities and competitions, extension activities under NSS activities are undertaken by the college to develop participatory learning.

Efforts are taken by the college to nurture critical thinking, creativity and develop scientific temper among the students and some of the efforts are as follows:

- Organizing debates, seminars and lectures of eminent persons on contemporary issues in which students get a chance to explore new ideas and nurture the expert views.
- Insisting the students of 6th semester on opting projects on the topic included in the course curriculum.

Moreover, the faculty members engage the students into the following:

- Various cultural programmes are organized all around the year where students not only participate but also actively involve themselves in organizing and arranging programmes such as Freshers' Welcome, Teachers' Day Celebration, Saraswati Puja, Raksha Bandhan, etc.
- One state level seminar was organized by the Department of Philosophy and Physical Education on 15th September 2016. All departments of MMDC had jointly taken all the major initiatives for organizing state level seminar. Many students have participated and interacted with the resource persons and delegates.
- One Departmental Seminar was organized by the Department of Philosophy on 17th November 2016.
- One Departmental Seminar was organized by the Department of History on 10th August 2017.
- One Departmental Seminar was organized by the Department of Political Science on 16th November 2017.

Students interacted and shared knowledge with the resource persons of the above programs.

### **2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.**

**Response:** 30

#### **2.3.2.1 Number of teachers using ICT**

**Response:** 6

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 80.6

#### 2.3.3.1 Number of mentors

Response: 10

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

The digitization of the classrooms in MMD College began in a small way. There is a common classroom where classes could be conducted according to the nature of the subject dealt with. For the past few years, teachers have been using the projector for the students' and their own benefits. The introduction of the LCD projector, first of all, has considerably reduced the traditional practice of giving lengthy and tedious lectures. It has also controlled the practice of evading teaching by giving notes. The balanced use of PPTs (both ready-made and self-made) by teachers offers them situations where they can teach while students can note down the important points. The fact that a large number of PPTs are in use in the College is indicative of the teachers' willingness to adopt new methods of teaching. The PPTs containing information, diagram, etc. save teachers' time and, according to learners' needs, the materials are mailed to students for regular reference. Another innovation adopted is the use of video clippings during lectures, which has transformed the engagement level of students and enhanced their learning experience. The clippings offer stimulus variation and the monotony of teacher talk or looking at a PPT for long is reduced. The clippings, interspersed with teachers' explanations, keep the students motivated and the audio-visual experience enhances the retention of the subject taught. Almost all the teachers of the College collect clippings from the YouTube. However, the teachers are also careful not to minimize their role as an in-depth analyst of subjects and to keep technology subservient; they never allow technology to overcome their primary significance as living human beings.

6th Semester Students are also encouraged to undertake research-based projects. The revised syllabus by Tripura University is innovative in the sense that they entail varied methods of teaching, learning and evaluation. The 20% internal marks assigned at the UG level necessitate the teachers' duties of conducting periodic tests, giving assignments, organizing class presentations, assigning topics for group discussions, conducting open book exams, etc. These academic innovations have resulted in better attendance of students and more of involved teaching and learning. Providing latest information about subjects of study is something that is expected of all teaching-learning situations.

While the teachers at MMD College update their knowledge by doing PhD or by working on projects, they also invite experts in various fields (mainly from universities and other reputed national institutes) for lectures, seminars and workshops at which students get to acquire knowledge about the recent

developments in a variety of areas.

## 2.4 Teacher Profile and Quality

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

**Response:** 77.58

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 17.79

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	03	02	04

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 9.16

#### 2.4.3.1 Total experience of full-time teachers

Response: 174

### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

**Response:** 5.26

#### 2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

**Response:** 19.09

##### 2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	04	04	04	06

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

**Response:**

The evaluation mechanism followed by the College to a large extent is in conformity with that of the affiliating university, i.e. Tripura University. Tripura University introduced Choice Based Credit System (CBCS) in 2018-19. Continuous Internal Evaluation system has been a part of the evaluation mechanism since 2014-15. Tripura University has introduced compulsory credit points for skill based courses such as Computer Skill. The Continuous Internal Evaluation system is framed by MMD College. The pattern and schedule of the continuous Internal Assessment is announced at the beginning of the course. Teachers evaluate a student by continuous internal evaluation system (two Sessional Exams per semester) which comprises of 20 marks. The mechanisms followed for continuous internal evaluation system are written tests, class presentations/seminars, viva, home assignments, short quizzes, mini research projects. It

enables the teacher to assess and evaluate the degree of overall understanding and knowledge of the students on the course taught in the classes and enhances the teaching-learning process. Hall tickets for final semester end exams are received online and authenticated by the College. The remaining 80% marks are evaluated the Final Semester Examination.

The result of internal examination is prepared by College while the result of the final semester end examination is prepared by Tripura University. The individual Departments of the College show the answer sheets of the written internal examination to candidates, if asked for. Students can apply directly to the Controller of Examination of Tripura University for answer script observation through RTI act.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

All the departments conduct Continuous Internal Evaluation for 20% marks for every paper in each semester following the examination pattern prescribed by the Tripura University. This system of evaluation includes a variety of test-types such as class tests, presentations, assignments, projects, viva, etc. Teachers inform the students about the pattern of the internal examinations well in advance. The schedules of these internal examinations are declared by the Examination Committee of the College. On an average, 2 internal examinations are conducted. The examination notices are displayed well in advance and sufficient time is given to the students for preparation. The notices are also displayed in the website of the College. The continuous internal evaluation conducted by the departments provides an excellent opportunity to the students to enhance their participation in classroom activities and improve the overall teaching-learning process. After the internal evaluation, students' performance is discussed with the students and necessary suggestions are given for further improvement. End Semester Examinations are held at the end of the Semester as per the syllabus and time schedule of the Tripura University.

### 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

#### Response:

**Evaluation at the College:** Teachers of the concerned departments clarify any point raised by any student regarding evaluation of unit tests.

**Evaluation at the University Level:** Students can apply for review of answer scripts to the Controller of Examination of Tripura University by filling up an application forwarded by the Principal of the College within 45 days from the declaration of University result. After review, a copy of new mark-sheet is sent to the College from where student can collect it. If students are not satisfied with the revaluation result, they can apply directly to the Controller of Examination of Tripura University for answer script observation

through RTI act.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

#### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

##### Response:

The college follows the academic calendar in concurrence with Tripura university and Department of Higher Education, Govt. of Tripura. The Examination Committee decides the dates of the internal examination and dates by which the marks need to be submitted to the office. Two internal tests are conducted in every semester. In a nut shell it may be mentioned that first and second odd semester internal tests are conducted in the last week of August and last week of September of the calendar year respectively, while two internal tests of even semester are held in last week February and March respectively. Dates for conducting/submission of assignment and submission of marks are all displayed on notice boards by the Examination Committee. The decision regarding dates for conducting assignments depends on completion of first semester admissions, gazetted holidays as well as other planned activities of the college such as the Fresher's Welcome, Student Council Election, etc.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

#### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

##### Response:

Program outcomes and course outcomes for all programs offered by the College are stated and displayed on the College website. The College has maintained a website which is comprehensive and is regularly updated. Each department is given a separate page on the College website. The department wise pages provide an introduction to the courses, facilities, and faculty available in the department. A comprehensive list of the programs taught in the departments and a complete list of the faculties with their detailed bio-data to be displayed in the College website is under process. The College prospectus also gives a list of programs and courses including program code.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

**Response:**

The program outcomes are measured over a period of time through the performance of the students in the role they play in the various activities they get involved in. Students of the College are involved in curricular, co-curricular and extracurricular activities through their departments, NSS and different committees. Students organize a variety of programs in their departments in the course of the year including Freshers' day, various competitions, Teachers' day, etc. In addition to this students participate on behalf of their departments in the programs organized by the College. Departments also engage in social outreach activities. Program specific outcomes are measured through both academic and non-academic performances of the students. The performance of the students in the internal and external examinations, assignments, participation in class activities, role in departmental activities are some of the means by which program specific outcomes are measured. Students are also encouraged to take part in competitions, seminars and conferences etc. Their performance within and outside the College in the various academic events provides another index of their learning-levels. Course outcomes are measured through the performance of the students in the class internal evaluations, and external evaluations. Students are measured continuously based on their regularity, their receptiveness, participation in class discussions, their answers to questions asked by the teacher and the overall quality of their conduct. Their performance in the internal examinations provides the initial indication of their learning outcome. Teachers provide critical inputs to the students on the basis of this performance. Thus they are helped to improve their performance in the external examinations.

### 2.6.3 Average pass percentage of Students

**Response:** 90.16

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 229

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

Response: 254

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

#### File Description

#### Document

List of project and grant details

[View Document](#)

**3.1.2 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0.1

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

Response: 02

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 20

#### File Description

#### Document

Supporting document from Funding Agency

[View Document](#)

Funding agency website URL

[View Document](#)

### 3.2 Innovation Ecosystem

**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge**

**Response:**

As the institution does not possess any Science stream, we do not have any specific incubation center. As such the institution has not developed any ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge. There is neither any provision for setting up incubation center at college level nor sufficient fund to arrange such ecosystem at institution level. The scarcity of funds often comes in front of such innovative ideas which require physical, technical and financial support to make it happen in reality.

However, the institution maintain high standard of inter personal communication among students and faculty members. Our intention remained focused on the issues related to social and cultural activities around us. A student when enter with his nascent mind after post schooling, we provide a friendly atmosphere for his overall development. The faculty members often ask them to join in the debate competition on current and related issues which concerns our daily life. It creates enthusiasm among students and develops a habit of inquiries at the early stage. We understand there is always room for improvement and there is a coordinated effort from our side to arrange funds so that such an ecosystem can be developed as early as possible.

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

**Response:** No

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response:** No**3.3.3 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.18**3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
05	02	07	02	01

**File Description**

List of research papers by title, author, department, name and year of publication

**Document**[View Document](#)**3.3.4 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 0.89**3.3.4.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
05	05	03	03	01

**File Description**

List books and chapters in edited volumes / books published

**Document**[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

Apart from academic responsibilities, the institution promotes the social responsibilities among students to make them socially accountable. Various extension programmes were planned and executed during last five years to sensitize students on different social issues. The NSS unit of the Michael Madhusudan Dutta College, from time to time engaged themselves with different community based programmes such as awareness campaign, special camp, sports activities (Indoor and Outdoor) that played a major role in this area for promoting social harmony. Some of the activities are listed below:

- 1. National Sanitation Campaign under Bharat Nirman:** To promote hygienic and open defecation free atmosphere in rural area, Michael Madhusudan Dutta college has joined with the Sabroom Nagar Panchayat through its NSS volunteers and participated in an awareness campaign at Sabroom Town Hall (old). We understand the essence of Bharat Nirman will not become reality if our remote and rural areas do not participate in this program. Challenges are many, but we are determined to convince the mass through our students as they have deep reach in the society.
- 2. World AIDS Day, Getting to Zero:** AIDS is one of the chronic viral diseases which has claimed thousand of lives in recent times. Several reports and news paper column also indicated the fatal condition of the said disease in the North East region of India. But, we at the Michael Madhusudan Dutta College believe that the awareness and precaution will make it Zero. Our intention did not remain un-noticed by the SDMO and welcomed our participation in a mass rally in the WORLD AIDS DAY starting from SDMO office, Sabroom. Accordingly around two hundred students and six faculty members participated in the rally to promote awareness among the masses
- 3. Swachh Bharat Internship Scheme:** In pursuance of the objectives of the Swachh Bharat Abhiyan and to allow involvement of the student community in the movement, the Michael Madhusudan Dutta College worked with the direction given by MHRD, Government of India and Directorate of Higher Education, Government of Tripura, for identifying adjacent village of the college and accordingly promoted hygiene and cleanliness by the NSS Volunteers of Michael Madhusudan Dutta College.

Apart from the above stated programmes we have also observed the following programmes during the last five years:

1. Anti Tobacco Day
2. World Environment Day
3. Blood Donation
4. World population Day
5. Independence Day
6. Republic Day
7. Mother Language Day
8. World AIDS Day

9. International Women's Day

10. NSS Regular and Special Camp, etc.

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

#### File Description

#### Document

Number of awards for extension activities in last 5 years

[View Document](#)

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response:** 0

3.4.3.1 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

#### File Description

#### Document

Number of extension and outreach programs conducted with industry,community etc for the last five years

[View Document](#)

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 0.08

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	00	01	01	00

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

## 3.5 Collaboration

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

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response: 0**

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The policy of the institution for creation and enhancement of infrastructure to facilitate effective learning and teaching is framed in accordance with the availability of departments, faculties, staffs and students enrolment. Currently the institution has 12 (twelve) departments with adequate sitting capacity and faculties for both Honours and General classes. The College Teachers' Council along with Students' Council plays an important role in framing infrastructural development policies which are submitted to the Department of Higher Education, Government of Tripura after regulation being passed in the aforesaid council meetings. A new block of one storied building adjacent to administrative building has been completed in the year 2013-14 to provide better spaces for Library, Smart Class, Professors' Common Room, Gym Room, Examination Cell, NAAC Room, Store Room for Distance Education and Physical Education and a number of class rooms. Now policies are being framed for constructing separate buildings for Science and Commerce.

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

**Response:**

Extra-curricular activities are necessary for all round development of every student. Extra-curricular is the part of the college activities like Games and sports, NSS, etc.

**Indoor Games:** The students of the college play indoor games as a part of recreation in their leisure time in the Departmental room of Physical Education. Students participate in inter departmental indoor games competition organised by students council.

**Games and Sports Details:**

The college takes part in inter-college sports championships organised by Tripura University in the following discipline: Football, Volleyball, Cricket, Judo, Yoga, Table Tennis and Track and Field.

The college is proud for achieving several medals in the following games:

Events	Category	Year	Medals
100 mt Sprint	Women	2014	Silver and Bronze
200 mt race	Women	2014	Silver and Bronze
400 mt race	Women	2014	Silver
4X100 mt relay race	Women	2014	Silver
Judo (44 kg)	Women	2016	Silver and Bronze
Judo (52 kg)	Women	2016	Silver



Judo (59 kg)	Women	2016	Gold
Judo (56 kg)	Men	2016	Silver
Judo (60 kg)	Men	2016	Gold
Judo (66 kg)	Men	2016	Bronze
Judo (73 kg)	Men	2016	Silver
Javelin Throw	Men	2016	Bronze
Discuss Throw	Men	2016	Silver
Shot Put	Men	2016	Bronze
200 mt race	Women	2016	Bronze
4X100 mt relay race	Women	2016	Gold
Discuss Throw	Women	2016	Bronze
Judo	Women	2017	Gold (Team Champion)
Kho-Kho	Men	2018	Silver (Team)
Jodo	Men	2018	Gold (Team Champion)
Jodo	Women	2018	Silver (Team)

**NSS Activities:** Regular activities are done by the NSS volunteers for cleaning the college campus, trimming the trees and flowers and other gardening activities. The NSS cell also organises special camp wherein the volunteers are engaged in cleaning the hospitals, temples and helping the poor students of Anganwadi centres. The students also take parts in workshops and awareness programs. The NSS cell also organises Blood Donation Camps and observes different important National and International days.

**Yoga Center: Yes** (adjacent to the department of Physical Education)

**Gymnasium: Nil**

**Health and Hygiene:** The College is providing only First Aid facilities. The College has constant drinking water supply for students, teaching and non-teaching staff. There are 13 lavatories in the college for students, teaching and non-teaching staff.

**Cultural Activities:** The Students' Union Council along with Teachers' Council organises cultural activities or program to welcome the freshers every year on Freshers' Day wherein different students take part in different programs like singing, dancing and even artists from outside are invited to entertain the program.

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 6.25

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 1

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.****Response:** 76.12

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
19.10	3.57	3.88	8.76	24.25

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

There is a Library Room adjusted in one of the rooms in the Academic Building to cater the need of the students and staffs. The library has sufficient numbers of books for the old syllabus but very few books for the new syllabus. The college does not have any Librarian due to which the library is maintained by ministerial staffs. Due to the vacant post of a Librarian, Integrated Library Management System (ILMS) could not be introduced.

There is a Library Advisory Committee, which is functioned by the Convenor, Joint Convenor and other members. For effective and smooth functioning of Library, this committee maintains the library management in the college.

**4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment****Response:**

The College does not have any separate building for Library and the Library is temporary placed in one of the rooms in the Academic Building for the students and staff to access books and reading materials. As

the College is a Government College, so it does not have any provision for collecting manuscripts, special reports. The College also does not possess any other knowledge resources for library enrichment. However, the College has keen interest in collecting rare books, manuscripts etc. for the benefits of the students and staff in future.

Sl. No.	Subject	Text Books	Reference Books
1.	Bengali	1,336 Nos.	560 Nos.
2.	Computer Science	26 Nos.	13 Nos.
3.	Economics	20 Nos.	NIL
4.	Education	343 Nos.	220 Nos.
5.	English	338 Nos.	189 Nos.
6.	History	635 Nos.	190 Nos.
7.	Kokborok	46 Nos.	19 Nos.
8.	Philosophy	1,489 Nos.	350 Nos.
9.	Physical Education	48 Nos.	14 Nos.
10.	Political Science	675 Nos.	220 Nos.
11.	Sanskrit	387 Nos.	140 Nos.
TOTAL		5,323 Nos.	1,915 Nos.

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

- A. Any 4 of the above
- B. Any 3 of the above
- C. Any 2 of the above
- D. Any 1 of the above

**Response:** E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 0.72

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	2.59	0.98601

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** No

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 4.48

4.2.6.1 Average number of teachers and students using library per day over last one year

**Response:** 37

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The college is enabled with Wi-Fi facilities of 40 MBPS high speed internet connection provided by

BSNL.

The following computers are enabled with internet facilities:

Different Buildings/Rooms	Number of computers
Administrative Section	04 (Four)
Cash Section	01 (One)
Computer Lab	03 (Three)
Library	01 (One)
NAAC/ IQAC Cell	01 (One)
Principal Room	01 (One)
Billing Section	01 (One)
Distance Education Centre	01 (One)
Examination Cell	01 (One)
NSS Room	01 (One)
<b>Total</b>	<b>15 (Fifteen)</b>

#### 4.3.2 Student - Computer ratio

**Response:** 53.6

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** 35-50 MBPS

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support

**facilities excluding salary component, as a percentage during the last five years****Response:** 1.11

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0.25	0	0	0

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:**

- Being a Government institution, the maintenance and up gradation of infrastructural facilities of Michael Madhusudan Dutta College are generally executed by the Department of Higher Education, Government of Tripura through state agencies like Public Works Department, Tripura Housing and Construction Board, Rural Development Block, Nagar Panchayat, etc.
- The college authority looks after the emergency requirement for repair and renovation as and when necessary depending on the availability of funds.
- All the precision equipments are calibrated periodically by the experts of the supplier companies. As far as possible, the concerned department conducts the process of calibration by using the service of the faculty concerned periodically.
- Sufficient power back-up facilities are installed to protect the sensitive equipments and the College possesses a power generator.
- The college has a huge eco-system with natural view to keep the environment fresh.
- Sufficient water supply is available through submersible deep tube well.

## 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 the last five years

**Response:** 43.73

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

2017-18	2016-17	2015-16	2014-15	2013-14
455	297	00	359	546

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 1.42

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	22	29

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during



**the last five years**

**Response: 0**

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: Yes**

File Description	Document
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response: 7.56**

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	11	15	14	9

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 21.65

## 5.2.2.1 Number of outgoing students progressing to higher education

Response: 50

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ 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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

## 5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.**

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

**Response:**

The college has a Students' Council, the body of which is democratically constituted through the method of direct election by all the bonafide students of the college. The election to the SUC is held annually for an academic session and the date of election, the Office Bearers the entire election process etc is strictly in accordance with the directives of the DHE. The Students' Council also has the post of Class Representatives who are elected by the students of the respective classes of the college. In regards to funding of the Students' Council, a fund is raised annually as per the guidelines of the college and DHE.

The Students' Union Council consists of the following members -

1. President – Principal of the College
2. Vice President
3. General Secretary
4. Assistant General Secretary
5. Secretary, Social Entertainment
6. Secretary, Games and Sports
7. Secretary, Literary Activities, Debate Meeting
8. Secretary, Drama
9. Editor, College Magazine
10. Secretary, Common Room for Men Students (for Men)
11. Secretary, Common Room for Women Students (for Women)
12. Assistant Secretary, Social Entertainment
13. Assistant Secretary, Games and Sports
14. Assistant Secretary, Literary Activities, Debate Meeting
15. Assistant Secretary, Drama (for Women)

- 16.Sub - Editor, College Magazine (for Men)
- 17.Sub - Editor, College Magazine (for Women)
- 18.Assistant Secretary, Common Room (for Men)
- 19.Assistant Secretary, Common Room (for Women)

**Class Representatives:**

- 1.1st Year (1 Male & 1 Female)
- 2.2nd Year (1 Male & 1 Female)
- 3.3rd Year (1 Male & 1 Female)

**Some of the activities carried by the Students' Union Council are:**

- 1.Providing scope for participation in students election annually
- 2.Providing assistance and guiding students during admission process
- 3.Addressing grievances of the students and working for the welfare of the students
- 4.Giving a helping hand to the students who are having problems in matter of academic issues
- 5.Initiating and mobilizing students for various academic, cultural and sports events in the College
- 6.Ushering the student during any College events
- 7.Organizing campus based sports events as well as participation on behalf of the College in Inter-College Competition.
- 8.Organizing different academic, cultural and extra-curricular activities
- 9.Taking initiative to organize and participate in various social activities like cleanliness drive in keeping with the spirit of the Swachh Bharat Mission, blood donation camp, awareness programs and the like in collaboration with the NSS Unit of the college.
- 10.Active participation in various Sub-divisional level programs like Seminar on Consumer Rights, National voter's day, Independence Day Celebration and various other activities.
- 11.They also act as a bridge between the Teacher's Council and Students by taking part in various meetings of the ad hoc Committees of the College placing their inputs and suggestions.

**5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**

**Response:** 6.2

**5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
6	7	7	7	4

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Response:

The college has an Alumni Association i.e. MMDC Alumni which met on 4th September 2016. It has an ad-hoc committee consisting of a President, Vice President, Secretary, Assistant Secretary, Treasurer, Assistant Treasurer and Executive members. The chief objectives of the Association are to maintain relationship among the former students and uplift the identity of the college. The association functions through its diverse activities. The MMDC Alumni takes initiatives to support the current students with mentoring opportunities and other social activities. It also provides platforms for various cultural activities. The Alumni comprises members from diverse walks of life who are actively engaged in the development of the college by ways of extending both moral and financial support, they are also constantly in touch with the day to day functioning of the college and provide their valuable suggestions and inputs as and when necessitated. It also provides a platform wherein the members can come together and share their common interest regarding the welfare and development of the college.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response: 1**

## 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

**Response:**

**Vision:**

To Provide Inclusive and Quality Education to Novice Mind, Contributing towards Nation Building

**Mission:**

The mission of Michael Madhusudan Dutta College reflects the institution's commitment to develop:

- the scientific temper which broadens the logical and critical acumen,
- competence to develop competitiveness among the students,
- humanism for greater participation in nation building,
- art of preserving and protecting mother nature,
- spirit of inquiry and reform for self development,
- preparing the novice mind to deal with future course of life,
- blooming self-esteem and mental alertness through physical activities, and
- strive towards excellence in all spheres of individual and collective activity.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

#### 6.1.2 The institution practices decentralization and participative management

**Response:**

As the Head of the Institution, the Principal/Principal-in-Charge is the overseer of the whole administration and management of the college. Nevertheless, the Principal is not the lone decision maker. The Teachers' Council along with several Committees and Cells comprising faculty members assist the Principal in planning, coordinating and implementing academic, administrative and other development activities of the institution. The Teachers' Council and different Committees and Cells regularly meet the Principal to ensure that action plans are executed efficiently and effectively. At various instances, the Principal directly consult the conveners or coordinators of different Committees and Cells for resolving specific issues.

Apart from those Committees and Cells which look after curricular and co-curricular activities, certain Committees and Cells are worth mentioning as they ensure a prevalence of harmonious work environment as well as learning environment. They are –

- **Discipline Committee**
- **Anti-Ragging Committee**
- **Anti-Sexual Harassment Cell**
- **Women's Cell**
- **Grievance Redressal Cell and**
- **Internal Compliant Cell.**

<b>File Description</b>	<b>Document</b>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The institution has several perspective plans which are developed by passing resolutions in the Teachers' Council meetings. As a statutory body, The Teachers' Council held meetings at regular interval and thereby assisting the Principal in decision making and developing plans.

One activity which has been successfully implemented is Observation of International Women's Day. In today's era of promoting 'Women Empowerment' and eradicating 'Domestic Violence and Abuse against Women and Children', education has become one of the most influential tools for attaining such social quality. Thus, the college thinks fit to observe International Women's Day which was organized by the Department of Education on 8th March, 2017 wherein lectures and speeches were delivered on Women Empowerment, Gender Equity and Domestic Violence and Abuse against Women and Children. The international theme "Be Bold for Change" was adopted in the programme.

Another activity which has been implemented successfully is Career Building program. To develop competitiveness among students is one of the objectives of the institution. Therefore, to induce such competitiveness, a Lecture Program on "Political Science in Career Building" was organized through the Department of Political Science.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as



**grievance redressal mechanism****Response:**

Since the institution is a government college, the Directorate of Higher Education, Government of Tripura acts as a governing body regulating the administrative and development activities of the College following the demands, requirements and the suggestions of the Principal. Delegation of authority by the governing body and the accountability of responsibilities are carried out through the Principal. He is the official linkage between the institution and the governing body.

The Principal is vested with the authority to maneuver the different administrative departments or sections of the institution. The internal administration is set up with Establishment Section, Academic Section, Accounts Section, Cash Section, Stipend Section, Docket Section and Store Section. Also, the Principal himself acts as the DDO of the institution.

Recruitment policies and procedures, service rules and promotion of both teaching and non-teaching staff are all looked after by the governing body i.e. Directorate of Higher Education, Government of Tripura.

So far as the academic matters are concerned, the college is affiliated to Tripura University (Central University) and therefore all syllabuses of different subjects and streams are as prescribed by Tripura University. Examinations are also conducted as per the directions of Tripura University. However, subjects and seat capacity are sanctioned by the Directorate of Higher Education with prior permission to the affiliated university.

There are various bodies constituted within the institution like Teachers' Council, Students' Council, Planning and Development Committee, Discipline Committee, Anti-Ragging Committee, Sexual Harassment Cell, Grievance Redressal Cell and so forth. All these bodies involve in various decision making process to facilitate effective administration in the college.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

**6.2.3 Implementation of e-governance in areas of operation**

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

**A. All 5 of the above**

**B. Any 4 of the above**

**C. Any 3 of the above**

**D. Any 2 of the above****Response:** D. Any 2 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions****Response:**

There are Committees and Cells in the college which conducts meetings at regular intervals and recommends necessary actions. The Principal acts as the Chairperson of all the Committees and Cells.

IQAC: The Internal Quality Assurance Cell of the college plays a vital role in upgrading the internal quality of the college. A meeting was held at the Principal's chamber along with NAAC Committee and it was resolved that the Department of Philosophy in collaboration with IQAC would organize a program to observe World Philosophy Day on 17th November, 2016. As a part of the program, an invited lecture was delivered by Sri Ashokananda Roy Bardhan on '**The Transition of the Culture of Indian Society**' and Departmental Magazine of the Department of Philosophy was also brought out.

NSS Advisory Committee: This Committee assists the NSS Programme Officer in taking various NSS related decisions. A meeting was held with the Principal and NSS Programme Officer for organizing a Blood Donation Camp in the college. As resolved in the meeting, a Blood Donation Camp was held on 7th July, 2015.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

The college has effective welfare measures for Teaching and Non-Teaching staff. All the employees are

covered under General Provident Fund (GPF) till date and are eligible to receive Gratuity, Leave Encashment and other benefits upon superannuation as per Tripura Civil Service Rules, 1988 in concurrence with the Finance Department, Government of Tripura.

Apart from those welfares from the Government, the Teachers' Council collects reasonable funds from the teaching staffs every year which are used for the welfare of the staffs like extending financial help in times of medical emergency, marriage, death, etc. Every year the College organises a grand annual feast for all teaching and non-teaching staff.

The institution has a well furnished common room for the teaching staff and separate almirahs for each department. Clean drinking water with aqua guard facility is available for the staff. Separate washrooms for male and female are available both for teaching and non-teaching staff. Also for non-teaching staff there are separate cabins for their office work. The college also has a refrigerator which is very helpful for cooling drinking water for all staffs during hot summer days.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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 programs organized by the

Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 18.48

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	7	3	1	4

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

#### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

The institution has performance appraisal system for teaching and non-teaching staff. Promotions of faculty members are based on CAS (Career Advancement Scheme) and PBAS (Performance Based Appraisal Scheme). The Directorate of Higher Education, Government of Tripura has introduced the performance based appraisal system for the college teachers on the pattern designed by University Grants Commission. The new system includes performance assessment on the bases of i) teaching-learning and

evaluation related activities, ii) co-curricular, extension and profession related activities and iii) research and academic contribution.

The college also facilitates the staffs for professional development. Teachers are allowed to go for Orientation Programme and Refresher Courses and other Short-Term Courses as per UGC guidelines. At the same time related departments are advised to make class adjustment so that normal classes are not hampered. Faculties are motivated to participate in Seminars and Workshop etc. inside and outside the college. They are also encouraged to organize seminars and workshops in the college.

So far as the promotion of non teaching staffs are concerned, specific guidelines are available and followed. CAS is there for non-teching staff and time-linked CAS are granted to each employee on completion of specific years of service as enmarked for each grade/post. However, the government set up Departmental Promotion Committee (DPC) through which promotions are given after examining the Annual Confidential Report (ACR) of the staffs.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

As Michael Madhusudan Dutta College is a government run institution, Internal Audit is carried out as decided by the State Government from time to time. An Internal Financial Audit was last done by the Directorate of Audit, Finance Department, Government of Tripura for the period from 01/01/2011 to 31/05/2015. The Auditor's Report thereon reveals no major objections or contrast. However, upon few minor discrepancies, the Head of the Institution was requested to take necessary actions. Thereafter no Financial Audit has been done so far.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

#### Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>

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

#### Response:

The college does not have any Resource Mobilization Policy of its own. Being a Government institution, it is fully funded by the Department of Higher Education, Government of Tripura in all respects. The principal source of fund for the college is State Government Budget and therefore, utilization of funds is ensured as per government rules and regulations. Admission fees collected from the students are not retained in the institution but remitted to the governing body. However, in case of examination fees the institution is allowed to retain a lesser portion for funding exam materials. Different committees and cells constituted in the college give their opinions for optimum utilization of funds for the interest of the students, staffs and development of the college.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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:

As per UGC guidelines, Internal Quality Assurance Cell (IQAC) of the college was set up on 7th May, 2014. The aim of IQAC is to ensure the all-round development of the college students. Since its inception, the Cell has played a significant role by conducting a number of activities on academic, cultural and skill development of the students in diverse dimensions. Two practices institutionalized as a result of IQAC are

#### *Creative Corner*

This is an initiative taken by IQAC through which students are given the opportunity to express their sense of aesthetics, capacity of imagination and ability to literary works. It is meant for implanting and nurturing Creativity among students. The Creative Corner is a display board for pasting write-up, painting, batik work, and wood-waste design etc. Opening opportunity and platform to students for such activities help to build confidence in their ability.

#### *Inspire Yourself*

This is a board for pasting inspirational quotations, placed at the entry of the college. The quotes are being changed after four to five days. All staffs and students are asked to collect inspiring quotes and submit to IQAC. The Cell then sorts it and fixes those quotes on the board. The main objective of this Inspire Yourself is to inculcate those values and attitudes from the quotations in the mindset of the readers.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 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

#### Response:

The IQAC of the college was established in May, 2014. Since its inception, the Cell has been working for an overall development of the teaching-learning process. It also paid attention and took care for reviewing learning outcomes.

The IQAC is doing a continuous review of the teaching-learning process for getting the maximum outcome of the curriculum. The examination process set by the University for the ongoing Semester System contains two compulsory Internal Assessments prior to the End Semester Examination, which is taken out of twenty percent of the total marks. The members of the IQAC feel that it would be helpful for the students if one of the assessments is marked for a test on total structure of the End Semester Examination. Accordingly the process has been implemented during the previous Semester. Students are also satisfied with this process.

The IQAC has taken initiative to open an ICT enabled classroom in the college. In a view to make teaching-learning process more effective and attractive, the Cell has taken initiative to install the necessary measures in a room suitable for the process. The class has been inaugurated on 1st March, 2016. The IQAC also placed requisition to the college authority to make necessary arrangements for increasing the number of ICT enabled class rooms. The college authority sent a charter of demand to the Director of Higher Education including the above mentioned one. At present six faculty members use the ICT enabled class room. It becomes a little difficult to adjust the routine within such a limited provision. But for the sake of students benefit, provisions are being made on adjustment.

File Description	Document
Link for Additional Information	<a href="#">View Document</a>

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response:** 0.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	03	00	00	00

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

#### 6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

#### 6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

**Response:**

Since the establishment of the IQAC of MMD College in 2014, it is taking initiatives for quality enhancement in academic activities and in administrative activities as well.



The academic area has different practices and processes, which are directly related to the beneficiaries of the institution. The IQAC has taken initiative for development in the physical facilities of this institution through discussion with the Head of the Institution. Initiatives have been taken by the authority as far as practicable and some of the requirements like, procuring benches, coloring black boards, providing permanent space for notice board, drinking water facility, repairing of electric lines, extension of net facility to all points where necessary, installation of PA system in one of the class rooms have been met up.

One of the important implementation of the initiative of the IQAC is the inauguration of one ICT enabled class room in the college. Installation of the same provision in some other rooms was also demanded by the Cell.

The Cell has initiated and collaborated a number of programs either by financial assistance or assistance by providing kits or materials for organizing programs. It has also conducted Invited Lecture Programs on different occasions.

For the overall development of the students, the Cell has implemented projects namely *Inspire Yourself*, where memorable quotes of great thinkers are being pasted and the project is being run by the members of IQAC. Students are also being asked to collect and submit quotations, which will be pasted in the board if considered up to the mark. There is another project namely *Creative Corner*, which is totally a space for the creative works of the students. To motivate the students for using library and to make regular reading a habit of the students, the IQAC has started a scheme of appreciation by rewarding the students offering a prize under the title of *Good Reader*.

The Cell is conducting an Administrative and Academic Audit (AAA) continuously. As a part of this process the Cell initiated for structured Feed Back from the ministerial staff of the college, which become helpful to identify the areas of prospects and problems. Collecting Feed Back from students, teachers, parents and alumni has also being done by the IQAC of the college.

The Internal Quality Assurance Cell is concerned with the problems and requirements of the administrative works of the institution. The Cell holds meeting with the Head of the Institution on any urgent issue related to the internal quality of the institution. The Cell also invites its External Members in every important meeting to have any better suggestion.

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 1

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

#### File Description

#### Document

List of gender equity promotion programs organized by the institution

[View Document](#)

Any additional information

[View Document](#)

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

The institution has a very fair and effective measures and provisions for the utmost facilities of girl students within the given structure of a Government Institution. There is a security guard at the main gate of the college on duty during the college hours on every weekday. The college authority is strict about the entry of an outsider without a justified reason. It is also decided in the Academic Council meeting that a requisition for a lady security guard will be placed to the Director of Higher Education very soon.

There is an Anti-Sexual Harassment Cell and Grievance Redressal Cell in the college and the members of these cells are alert enough to pay due attention and justice to any kind of incidents related to gender inequity. Still now there is not a single report of such incident.

There are separate toilets for boys and girls. The college auditorium is also having a separate green room for girl students. The corridors and the staircases are also having sufficient electrifications so that there would be no chance of mishaps.

Besides the internal security process, the college authority also keeps very careful attention to the matter of

the safety of girl students outside the institution. As a part of this process, the authority provides special arrangements for girl students to reach home safely whenever there are examinations or other programs in late hours.

Gender equity and gender sensitivity are the important parts of the total process of social justice and social development. Our college has the vision to enable students to be a part of social progress and the nation building through their sense of humanity and personality. To enhance the capacity of self-judgment and self-confidence, the girl students of this college are being mentored in a way so that they can realize their part and position in the social system. The institution is taking the opportunity of observing different days related to awareness and consciousness on gender sensitisation. But the major part of the task is being done through class room motivations while teachers take the role of the counsellors to make the girls understand the necessity of building a sense of self-respect, self-esteem and self confidence. All the teachers have a mission to create consciousness among the girls of this institution against the social issues like, girl child marriage, dowry system, domestic violence and other social evils. All of us believe that, consciousness and self respect are the strong weapons against any kind of oppression. To establish equity, one has to identify the root of discrimination. The feeling of the necessity of equity has to come from within. We are trying to motivate our students to be the person of justice.

It may be noted here that, though not desired, still lack of consciousness among the parents is compelling some girls to get married before completion of their studies. But they are doing very well in studies. Our college had such students in recent past years. It is our point of confidence that, if a girl student reaches into our institution with a minimum amount of self confidence, we would be able to create the spirit in her mind for breaking the barriers of gender biased social restrictions.

Girls' Common Room is a basic need for a co-education institution and our college is providing this facility to the girl students. Though the existing common room is a little far away from the main building, still the location is not a big problem as such. We need some more space in the girls' common room and we hope this provision can also be extended to the students if the proposed extension of the academic building is completed as per the assurance given by the Department of Higher Education in December, 2018.

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 2952

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>

**7.1.4 Percentage of annual lighting power requirements met through LED bulbs****Response:** 0

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1180

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.5 Waste Management steps including:**

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

The college is having its own process of waste management. For solid waste management, there are two categories of bio-degradable and non-biodegradable wastes. Different bins are being kept at due places in the campus for dumping the waste accordingly. Generally the dumping work is being done by the sweepers of the college as a regular routine of the institution. But on special occasions of awareness programs, students are engaged in the cleaning and dumping process. It is done under the supervision of the respective program-in-charge to create a sense of involvement in the whole process of preserving environment and enhance their capacity of keeping the surroundings in order as well.

Bio-degradable wastes are dumped in the abandoned area of the college campus. The non-bio-degradable wastes are taken away by the respective wing of the Nagar Panchayat, Sabroom.

Liquid waste management is done through sewage system. There is no problem or complain as such regarding this process so far.

Usually we repair and reuse the disordered electronic goods as far as practicable as a measure of E-waste management. We have no provision for recognized process of E-waste management. For this reason we have to dump the items, which are totally out of order, in a separate room of our college.

**7.1.6 Rain water harvesting structures and utilization in the campus**

**Response:**

Geographically Sabroom is situated in an area, where it receives plenty of South-East Monsoon Rain. As a result our campus never suffers from an acute condition of dryness of soil; the Green Campus is the proof of the fact. But we feel the need to be a part of the Mother Earth and the faculty members feel it a moral responsibility to encourage the students engage themselves in maintaining the ecological balance through their efforts, whichever is possible for them, no matter how little it is.

Rain water harvesting structure, in true sense, could not be done or was not felt to be done due to natural advantage. But the authority has tried to utilize the existing campus facilities as far as practicable. Water tank built for retaining water during the construction work of new academic building now unused is converted into a reservoir of rain water harvesting. Although the tank cannot retain water during the dry season, the soil of the area under the tank and the adjacent area definitely remain wetter than the other.

Besides, the geographical structure of the campus is also utilized for rain water harvesting like creating some tiny projects of water retention by step system. This kind of project restricts rain water to flow rapidly by creating obstacles and as a result, soil of this area absorbs rain water as per its capacity. This project is being run both by the NSS Unit of the college and by the other students of the college. The maintenance of both the water tank and the step-based water retention system is being done by the students of our college under the supervision of the faculty members.

**7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

Green Practice is there among us but we have some limitations in practising in the given areas, which are mentioned below. Still we are trying our best to reduce the pressure on the ecological balance through practice of some useful actions.

It would be worthy mentioning that, due to the land topography of the Sub-Division, using bicycle is not comfortable and not useful too. The locality is a combination of high lands and low lands, where riding bicycle is a tiresome job. Besides, the riders would be bound to be on foot with the cycle pushing forward throughout some of the areas, which are not fit for bicycle riding. It takes more time than normal. The other reason for not preferring bicycle is the distance of the college from the residence of maximum number of students. Still, those who have no other way to reach college use bicycle. But due to these facts, most of the students and faculty members avoid bicycle as a means of transport.

Due to the reason mentioned earlier, almost all the students use public transport as a means of transportation. Very few boy students have their personal motorbike. A good number of students are used

to attend college on foot.

The college is situated beside the NH-8 (Formerly NH- 44), the only way of communication from the State Capital and the other parts of the State. Still now, dedicated roads for pedestrians are yet to be constructed.

The college campus is partially plastic free. The use of plastics has come down significantly due to the sustained awareness programs and campaigns among the students. Use of paper and cloth for preparing banners and posters is in practice instead of using synthetic flex. Still we need to use synthetic flex on some occasions due to unavailability of the other options and cost factor.

Paperless office is a dream for this college. One cannot even imagine how the college is being affected due to interrupted power supply. If we keep documents digital, then we will fail to produce necessary documents when required. Initiative has been taken to set a separate transformer only for the college. If this comes into effect, then we can hope to plan for a paperless office.

Green landscaping with trees and plants may be the symbol or icon of our college. We have taken plantation and maintenance of the plants as our regular activities. Green Campus is one of the best practices of our college. We have given the details as per the format given in the Key Indicator- 7.2

#### **7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

#### **File Description**

#### **Document**

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

#### **7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:**

- 1. Physical facilities**
- 2. Provision for lift**
- 3. Ramp / Rails**
- 4. Braille Software/facilities**
- 5. Rest Rooms**
- 6. Scribes for examination**

**7.Special skill development for differently abled students****8.Any other similar facility (Specify)****A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** D. At least 2 of the above

<b>File Description</b>	<b>Document</b>
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response:** 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

<b>File Description</b>	<b>Document</b>
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** No

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory**



**bodies / regulatory authorities for different professions****Response:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 2

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities****Response:**

Michael Madhusudan Dutta College is the only higher education institution of Sabroom Sub-Division and it bears the responsibility of nurturing the students in different aspects of life other than studies. As a part of this the institution organizes different programs to create awareness and consciousness about the culture and heritage of the Nation through cultural programs.

Generally, the important days for the country like, Independence Day, Republic Day, Constitution Day, Education Day, International Mother Language Day, Literacy Day, International Women's Day are being observed in befitting manner in the college campus on the particular dates unless that is a holyday or any examination program is prescheduled. In case of such circumstances, the particular program is being rescheduled on a convenient date. National festivals are being designed according to the given decorum, if any, like Flag hoisting, National Anthem etc. Besides these, lectures and cultural programs are also being organized to aware the students about the importance and significance of the days. In some occasions,

cultural competitions among the students are being held prior to the particular date and prizes are being distributed among the winners of the events. The cultural part of the program is mainly performed by the students and we also encourage the students to take part in the lecture session. The whole event is being supervised by the faculty members as per the sub-committees formed.

The institution also organizes the birth anniversary of some great Indian Personalities namely Rabindranath Tagore, Mahatma Gandhi, Dr. Sarvepalli Radhakrishnan, Maulana Abul Kalam Azad, Michael Madhusudan Dutta, Dhyan Chand. These days are basically observed through cultural activities performed mainly by the students of this institution. Sometimes the adjacent school authority is being requested to send a group of students to participate in our programs and they have been given a slot for their cultural performance. In such a way the institution attempts to spread awareness among the student community of the Sub-Division about the significance of observing these days. The Department of Physical Education, MMDC organizes Volleyball competition on the birthday of Dhyan Chand, the Magician of Hockey.

In addition to this, the Department of Philosophy, MMDC observes World Philosophy Day on the birthday of Socrates, the Greek Philosopher. The basic aim of this observance is to encourage the young generation for rational thinking and creative activities. Invited Lectures and other discussions are being organized on these occasions.

#### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

##### **Response:**

The College has a vision to enable the students to be the successful members of a society, which was the dream of our ancestors. We believe that educational institutions are the centers where all the potentials of a student can be brought out and be nurtured. For this, the institution must have the machinery which can provide the utmost support to achieve the desired goal. As a Government institution, the College has to follow certain rules and regulations regarding all its functions related to administrative and academic activities.

All the financial matters are being looked after as per rules, by the DDO and Principal-in-charge himself. There is a UGC Sub Committee and a Purchase Committee (lower), approved by the Teacher' Council, MMDC for smooth conducting of the respective functions. Information related to Stipend of the Students is always being published through class notice and being documented in the Students' Notice Board and in the College website. Audit is being done time to time by the Directorate of Audit, Department of Finance, Government of Tripura.

Academic activities of the College have two interrelated wings; one is the process of Admission in the New Session, which is being fixed by the Department of Higher education, Government of Tripura and the other is the Syllabus and the Examination Schedule, which is being fixed by the affiliating University. All information related to these activities is being published through General Notice time to time and being documented in the Students' Notice Board. After developing the College website, all information is being shared through this media. Besides these measures, the Section-in-charge of the Academic Section and the Convener of the Examination committee extend every possible support for the students.

Administrative activities of the College are being regulated by the Principal-in-charge through different sections as per the decorum of any Government run Institution. All administrative works are distributed among different sections for maintaining a well managed and well balanced work atmosphere. It may be noted here that, there are shortage of staff for administrative works in this college. But to cope up with the time bound functions of the office, in some cases like Stipend Form Verification, Filling up of Registration Forms, some of the faculty members are also being engaged in addition to their regular duties. All these functions are being done as per decisions taken in the Academic Committee Meetings.

Auxiliary functions, by nature, are related to the main functions of the institution. It is the basic principle and process of activities of the institution that each and every decision, even if it is an urgent one, is always being taken having meeting with the respective Committee of the function. In cases of urgent decisions prior notice of meetings cannot be served. But in all cases a minute of meeting is being documented regularly.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### **BEST PRACTICE - 1**

##### **1. Title of the Practice:**

*Green Campus.*

##### **2. Objectives of the Practice:**

Plantation is now a global necessity. Increasing population is a threat to the forest range of the world. A very few forests in the world could remain out of the grip of human greed. The process of deforestation in the name of expansion of urban facilities is in turn, resulting in tremendous harmful effects on the health of the flora and fauna of the world. In such a situation every human being has the responsibility to take the possible measures to stop the civilization from proceeding towards a dangerous future. Plantation in the campus of the institution can add some useful support to the atmosphere and it also can make the students aware about their duties to the Mother Nature.

##### **3. The Context:**

Environment pollution has become a real threat before civilization. All the species on the earth are getting effected by the reckless use of natural properties to make human life comfortable. But it is being overlooked that the loss of natural wealth is eventually the loss of life on the earth. Our college is having a vast area which can be used for plantation and this is the practice of this college to maintain a regular and continuous process of plantation program. The saplings are being selected in a view that the area of the campus may become one of the distinctive area of the Sub Division. At the same time it was also kept in mind that the practice must be one of the weapons for fighting against the growing challenge of deforestation, global warming and environment pollution.

**4. The Practice:**

Plantation as a practice can always be considered as a unique one because there are a very few efforts which can be the parallel with this activity, especially for serving the Mother Nature. Negligence to nature will lead to destruction. For this reason the sustainability of the measures taken for sustainable development, is now at a challenge. There are degree courses in different aspects of forest management under the department of higher education in India. But this particular practice continued by this institution is purely an effort to keep ecological balance and to create awareness among the students about the necessity of nurturing the Nature.

The main constraint to this practice is collecting saplings. As the college is a Government run institution, it has some particular rules in allotting funds for different activities. The extra fund required for running this practice regularly demands a continuous source of fund, which is not always available. The Head of the institution makes it possible through a continuous effort of collecting saplings from respective departments of the State Government.

Next comes the issue of maintenance of these saplings which also needs an amount of fund and there is no particular fund allotted for this purpose by the Government. The NSS Unit of this college takes care of this project through regular activities of this unit. Besides this, other students and faculties of the college also render their service for necessary caring of the plants.

The authority of this institution had an idea of converting the planted area into a research hub for the students of this Sub Division and also for the students of outside. For this an initiative has been taken by requesting the Sub Divisional Forest Office to take necessary measures for identifying the plants and trees, so that the campus can extend cooperation to the school students for field study on the Botanical part of Life Science. This attempt is yet to be supported by the respective department.

**5. Evidence of Success:**

The institution takes programs of plantation every year. If one visits the campus then the person can feel that the greenery inside the campus is the distinctive feature of this institution. There was a target of planting a reasonable number of saplings every year so that the campus may become more eco-friendly. The target is yet to be fulfilled.

A survey on the existing plants is under planning. It can be followed by the review of the frequency of undertaking plantation program.

**6. Problems Encountered and Resources Required:**

The main problem in implementing this project is insufficient fund, therefore the dream of making the college campus full of plants and flowers is still remaining unfulfilled. There is sufficient land for gardening in front of the college. But the expense for making a garden and keeping maintenance is not possible by the institution as it has no fund allotted by the Government for this purpose.

**7. Notes (Optional):**

Plantation and gardening are the practices which always offer a lot of gifts to the creators of the projects. The Mother Nature deserves our attention and nurturing because no life on the earth can survive if the

natural balance reaches at stake. Only human beings can keep this balance in order by extending plantation.

## **BEST PRACTICE - 2**

### **1. Title of the Practice:**

*Creative Corner.*

### **2. Objective of the Practice:**

This is an initiative taken by the IQAC of this college during the academic session 2017-2018 for providing the students some extra space to express their sense of aesthetics, capacity of imagination and ability to literary works. Besides the publications of College Magazine, Departmental Magazine and Wall Magazine, the initiative has been taken to extract the best out of the students in relation to the sense of value. It is meant for one of the ways of nurturing the creativity of the students.

### **3. The Context:**

The present era of science and technology along with a revolution in the field of information technology is paving ways for comfortable daily life. But at the same time it is also throwing challenges before the users of these ways of living. To cope with the rapidly changing tools for living, human beings started to be more self centered than ever. Issues like environmental pollution, extinction of some rare animal species, acts of cruelty in the name of religion, drug and other addictions are some detrimental effects of target bound practice of livelihood on mental peace and serenity.

The institution has a mission to keep the students attached with the core values of life like beauty, honesty, purity, truth etc. The practice of designing own creations can help them for raising voice against destruction and violence around.

### **4. The Practice:**

The **Creative Corner** is a display board for pasting write-up, painting, small piece of batik work, wood-waste design or any other formal and non- formal creative works done by the current students of the college. In India Visual art is included in the Bachelor Degree Course and Master's Degree Course, for which Madhyamik or equivalent degree is the minimum requirement. Sabroom Sub-Division has no higher education centre for such degrees but there are a good number of students having remarkable talent especially in painting. The vision behind the implementation of this practice is that the scope of displaying own creations can support the inner urge of creation which will surely be the means of upgrading the respective skill. As a result, the willing and talented students may avail the opportunity of getting admitted in the Course of BVA having completed the general degree course.

The aim of education is to manifest the inner perfection. The college itself has the limitation of providing all kinds of scopes and opportunities to the students according to their abilities. Being not an extra-ordinary in traditional learning never means inability of learning. Every human being can be a unique one if nurtured properly. This attempt by the college is to develop confidence about their ability among the

students.

There was no acute constraint in actualizing this project. The authority is always very cooperative for any constructive attempts towards fulfillment of the basic aim and objective of education.

It may be considered as one of the limitations of the project that the space provided for the display is not enough in relation to the number of students interested. The other point of limitation is the location of the display board as it is not easily visible from the entrance of the college. The Creative Corner is really at the corner.

### 5. Evidence of Success:

The project is almost new in terms of length of time. As the current Degree Program run for three year's duration, so the target is yet to be fulfilled. The institution has a target to preserve items of each presenter and to offer a token of reward to the best performer (in terms of quantity/ quality) at the end of his /her final academic session. It may enable the student to develop the respective skill and present the certificate of appreciation at any case of selection, if needed for the future studies in this field.

### 6. Problems Encountered and Resources Required:

The main problem in this attempt was to make students understand the actual pattern of the work. A lot of confusions were there among the students about the purpose and the process of participation in this project. For this reason, the board remained empty for more than one month from the date of opening. A continuous process of initiative taken by the teachers through discussion with the students resulted in a colorful display board of the Creative Corner. This is one of the important problems related to the implementation of this attempt. In implementing this project there was no problem regarding resources.

### 7. Notes (Optional):

All the faculties of this institution believe that this group of young generation of the society that enters in regular degree course or degree program are the most potential and essential properties of the society. They can be the flag bearers of any kind of humane duties. If their talents and abilities can be nurtured properly, social problems related to degradation of values among the youths can surely be minimized. So, other educational institutions can think about implementing similar projects in different modes and designs.

### Any other information regarding Institutional Values and Best practices which the Institution like to include:

During the current Academic session (2018-2019) another value based project has been started namely: *Inspire Yourself*. This is a board for pasting quotations of inspiration, placed at the entry of the college and the quotes are being changed after four to five days. This is an IQAC initiative and the IQAC is bearing the responsibility of running this project. The students are also being asked to collect suitable quotes and to submit to the IQAC, which after verification may be pasted in the board. The main aim of this endeavour is to engage students in some serious and value based reading.

## There is also a scheme for rewarding the students for growing their habit of using the library, taken by the IQAC in this current session. It is a plan of running a project in the form of competition among the students entitled *Good Reader* for reading at least 20 books and above during one semester.

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### Response:

Tripura is one of the States of North-East India, where a mixed inhabitation of Tribal and Non-tribal community is a very common feature indeed. Michael Madhusudan Dutta College is the only higher education institution in the Sub-Division. It has facilitated higher education for a good number of youths of this Sub-division. As a result it has become a centre for Plurality and Diversity of the State Culture.

It is known that, Tripura has the variety of nineteen Tribes. Each of the Tribe has its own distinctive nature of culture and heritage. The tribal students of this college belong to different tribes like Mog, Tripuri, Reang, Debbarma, Jamatia, Kuki, Halam mainly. Each of the tribes has different language, dress code, food habit, cultural identity and social norms. Though all the tribes are residing in the same geographical and social environment, still each of them maintains its distinctive nature of the basic identity. It's like a practice and production of Unity in Diversity.

Besides the Tribal Community, the Bengalee is also having its own identity of culture and heritage. There is a huge variety of music, dance, folksong, folklore, religious custom and social norms. The students of this college are habituated with the particular pattern of culture of their own. They are free to maintain their own features within the basic characteristics of the Bengali Culture.

It has been mentioned earlier that, the College has a vision to enable its students to be the successful member of a developed society. Development is a continuous process, which needs support to the potentials around. As the College can avail the opportunity to deal with the most valuable potentials, the youths of the society, it always attempts to extend the maximum cooperation for any kind of practice of cultural activities of its youths.

The College authority prepares an Academic Calendar through the Academic Committee of the College at the outset of every academic session. It provides a good number of scopes for all students to participate and to bring out the distinctive features of their culture. At the same time, such efforts help the students to come forward with their talents and capacities. There are many programs other than the Academic Calendar being organized by the NSS Unit and different Departments of the college.

Scopes for literary activities are being provided through College Magazine, which is scheduled to be published annually. A few Departments also started to publish Wall Magazine and Departmental Magazine, which are surely paving ways to a better place of creative life for the students.

The Institution is also having a space open for all students to display their creations on painting, pencil sketch, batik work piece, wood waste work or any other form of Visual Art. It will definitely help the students to be engaged in creative works, which, in the course of time, will enable them to lay an effective impact on the society as a whole.

All the faculty members of the college believe that, the examination result is not the only parameter of

judging one's talent. The grade achieved in traditional learning is not the only standard of determining one's capacity. Every individual can be a unique one if guided properly. Providing scopes for bringing out one's inner talents and capacities is one of the effective forms of guidance, we believe. We wish our students to be the complete human beings with all their finer feelings cultured and nourished. This is the basic aim and motto of this college.

NAAC



## 5. CONCLUSION

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### Additional Information :

Michael Madhusudan Dutta College wishes to add the following as long term goals:

1. Extension of the Existing Academic and Administrative Complex,
2. Separate Rooms for each Department,
3. Extensive and Developed Library Building,
4. Construction of Staff Quarter, Playground, Canteen, Well Equipped Auditorium and Gymnasium,
5. Introduction of Career-oriented Vocational Course and
6. In house management of waste.

### Concluding Remarks :

MMD College being the only higher education institute in Sabroom Sub-division is committed to provide high quality education through continuous improvement in available infrastructure, facilities and human resource. The institution is located at the southern most edge of Tripura; as such, we are much familiar with the day to day challenges coming from multiple directions from transportation to accommodation, from fund crisis to staff shortage etc. However, these challenges can no longer hamper our dream for an educated society; rather, it offers a number of unique features to the students drawn chiefly from rural, hilly, tribal, and border areas. The environment of the College is healthy and green which is extremely suitable for academic activities. Since its inception, the College has been sincerely rendering service in imparting higher education at UG level and devotedly working for the all round development of students and doing community service as expected of a higher education institution. The College has a prevalence of harmonious work environment for both teaching and non-teaching staffs. Academic, co-curricular and extra-curricular programmes are encouraged among the students. The teaching- learning process of the College involves inculcating moral and ethical values to groom students as responsible citizens. It always tries to use the best teaching methodologies for improving students' learning abilities.

Although the College has many shortcomings, yet in spite of all its odds the College has performed excellently over the years. MMD College presents this SSR as the first step towards its assessment and accreditation process. The College has, within its constraints, strived to be a centre of knowledge aiming to impart comprehensive and quality education to all sections of the society regarding which data, to the best of our knowledge and belief, have been provided in the SSR. We sincerely believe that the assessment and accreditation by NAAC will provide the College with necessary benchmarks and guidance to allow it to evolve into an institution of excellence. Being progressive in nature, the College hopes to adopt a radical pragmatic teaching-learning process enriched by new technology and methodology to produce young, enthusiastic and empowered young force into the society.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>00</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	1	1	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	00	1	0										
2017-18	2016-17	2015-16	2014-15	2013-14																											
0	0	1	1	0																											
2017-18	2016-17	2015-16	2014-15	2013-14																											
0	0	00	1	0																											
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 03</p> <p>Answer after DVV Verification: 12</p> <p>Remark : As per the HEI data attached with Metric 1.1 in response. All the courses of Ist year BSc are counted.</p>																														
2.1.2	<p>Average Enrollment percentage</p> <p>(Average of last five years)</p> <p>2.1.2.1. Number of students admitted year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.2.2. Number of sanctioned seats year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>565</td> <td>565</td> <td>565</td> <td>515</td> <td>515</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>405</td> <td>405</td> <td>365</td> <td>365</td> <td>365</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14						2017-18	2016-17	2015-16	2014-15	2013-14	565	565	565	515	515	2017-18	2016-17	2015-16	2014-15	2013-14	405	405	365	365	365
2017-18	2016-17	2015-16	2014-15	2013-14																											
2017-18	2016-17	2015-16	2014-15	2013-14																											
565	565	565	515	515																											
2017-18	2016-17	2015-16	2014-15	2013-14																											
405	405	365	365	365																											

2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors                      Answer before DVV Verification : 20                      Answer after DVV Verification: 10</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years                      Answer before DVV Verification:</p> <table border="1" data-bbox="304 589 1046 723"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>04</td> <td>03</td> <td>03</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 801 1046 936"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>04</td> <td>03</td> <td>02</td> <td>04</td> </tr> </tbody> </table> <p>Remark : As per the HEI data attached with the Metric in response.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	04	04	03	03	02	2017-18	2016-17	2015-16	2014-15	2013-14	04	04	03	02	04
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	04	03	03	02																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	04	03	02	04																	
2.4.5	<p>Average percentage of full time teachers from other States against sanctioned posts during the last five years</p> <p>2.4.5.1. Number of full time teachers from other states year-wise during the last five years                      Answer before DVV Verification:</p> <table border="1" data-bbox="304 1252 1046 1386"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1464 1046 1599"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>04</td> <td>04</td> <td>04</td> <td>06</td> </tr> </tbody> </table> <p>Remark : As per the HEI data attached with the Metric in response.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	3	2017-18	2016-17	2015-16	2014-15	2013-14	04	04	04	04	06
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	1	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	04	04	04	06																	
3.1.2	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.2.1. Number of research projects funded by government and non-government agencies during the last five years                      Answer before DVV Verification : 02                      Answer after DVV Verification: 02</p> <p>3.1.2.2. Number of full time teachers worked in the institution during the last 5 years                      Answer before DVV Verification : 20</p>																				

5.3.3	<p>Average number of sports and cultural activities/ competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>7</td> <td>7</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>7</td> <td>7</td> <td>4</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	6	7	7	7	4	2017-18	2016-17	2015-16	2014-15	2013-14	6	7	7	7	4
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	7	7	7	4																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	7	7	7	4																	
6.5.3	<p>Average number of quality initiatives by IQAC for promoting quality culture per year</p> <p>6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 972 1046 1106"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1184 1046 1319"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>03</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3	4	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	01	03	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
3	4	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
01	03	00	00	00																	
7.1.12	<p>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Answer before DVV Verification : Yes</p> <p>Answer After DVV Verification: Yes</p>																				

## 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 : 3</p> <p>Answer after DVV Verification : 188</p>										
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="193 2000 986 2085"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14							

3	3	3	3	3
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Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	09	09	09	09

2.1 Number of students year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
804	806	881	923	728

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
806	820	838	728	712

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
127	127	127	104	104

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
127	127	127	104	104

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
229	175	144	112	128

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
231	165	161	139	137

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

20	18	18	17	17
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Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	21	18	18	19

NAAC