



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TURA GOVERNMENT COLLEGE

TURA GOVERNMENT COLLEGE, HAWAKHANA, TURA

794001

www.tgctura.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tura Government College was established on 9th September 1958 to meet the aspirations of the youth of the region for attaining higher education. The College was born out of the far sighted and clear vision of some of the prominent citizens of Garo Hills like Shri Mody K. Marak, Shri Harrison W. Momin, Shri Rangam G. Momin, Shri Ranjit S. Marak, Shri Suresh Das, Shri Dolbir Lohar, Shri Rabilal Jaisi, and Smt. Sodini G. Momin who under the patronage of Capt. Williamson A. Sangma, the first Chief Minister of Meghalaya, were the visionary leaders who founded the college and worked for the benefit and future development of its people. The college was provincialized in July 1967 by Government of Assam and after Meghalaya became a full fledged state in 1972, the college is now affiliated to North Eastern Hill University and accorded affiliation since its creation in 1972 and accorded recognition by UGC under 2(F) and 12B of the UGC Act 1956 since 01/12/1978. Since its inception, the college has served its purpose of providing quality higher education for the people of Garo Hills. The premier institute of learning offers Under Graduate Degree Courses.

Located at the heart of the calm and peaceful town of Tura, the College has a sprawling campus with a spacious playground, a basketball court, hostel accommodation for boys and girls and few residential quarters for faculty members.

The teaching faculty comprises of a team of qualified, dedicated and competent teachers. In the course of imparting quality education for a period of over 60 years, the college has produced eminent citizens of Meghalaya in different walks of life and professions. At Tura Government College, the students are guided and motivated to realize their dreams and transformed them into complete and responsible citizens, so that they can contribute towards the socio-economic upliftment of the region as well as building the nation.

Vision

- Promoting value-based quality education with special emphasis on character building and leadership qualities.
- Incorporating NEP 2020 in order to update the system of Education in the state and the college in particular
- Incorporating the State of Meghalaya Education Policy from time to time

Mission

- Prepare students through education for productive lives and challenging careers.
- Encourage and nurture all students on value based education.
- Implement ICT facilities for meaningful knowledge transfer.
- To provide research facilities for Teachers' competence.
- To upgrade from UG to PG courses in the concerned department.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The teaching faculty comprises of a team of qualified,dedicated and competent teachers.
- Good Teacher-Student relationship.
- The college mostly caters to the rural and economically weaker sections of the society.
- The college has adequate infrastructure for Teaching learning and Students accomodation.
- Womens Cell by the name "Norombi" is in place to address Womens grievances
- Students can avail scholarship from the state Government, UGC etc.
- A Book Bank facility is available for the students.
- Inclusive education for the differently abled students- Divyangjan. Braille, lex instant reader and braille embosser machine for the blind is in place

Institutional Weakness

- Student-teacher ratio is very high - 40:1
- Communication/language problem of the learners as most of them hail from rural areas.
- Inadequate staff quarters for the faculty.
- Inadequate number of Smart Classrooms
- Being a Government college the procedural matters related to development and up gradation of the college is very slow.

Institutional Opportunity

- Introduction of professional courses to provide skill development to students.
- Scope for providing well equipped sports infrastructure.
- Introduction of Management Information System (MIS) for e-governnace

Institutional Challenge

- Most of the students are first generation learners.
- The sanctioned seats for the students is less compared to the number of students seeking admission.
- Meeting the timeline of National Education Policy 2020 before 2023

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution ensures the effective implementation and timely delivery of the curriculum of the affiliating University in a planned manner.

The IT based mechanism is utilised to facilitate the various academic activities viz. Uploading of Academic calendar, Time table, distribution of syllabus amongst the teachers, etc in College website. The teachers are also encouraged to use the Information and Communication Technology in teaching and learning process. The Institution maintains the teachers' attendance, departmental daily report and conducts Continuous Internal

Evaluation/Continuous Internal Assessments, Assignments, students' seminars, Internal tests, field trips etc. for effective implementation of the syllabus. Marks are allocated for attendance of the students, internal assignments/class test, seminars field trips etc.

To enrich the curriculum, supplementary academic programs such as inviting resource persons for workshop and seminars, students seminar, departmental seminar are implemented.

A mechanism of feedback from the students and other stake holders are conducted on the curriculum of the affiliating University for its further improvement and action taken.

Teaching-learning and Evaluation

- The college caters to the students of different category enriching the socio-economic and cultural diversity within the institution. During admission, government reservation policy with regard to ST, SC, OBC, general and differently abled (Divyangjan) is followed. The college has no gender discrimination.
- The learning levels of the students are assessed based on the academic performance of students in class room lectures, discussions, laboratory experiments, internal tests, external exams and previous board's results. This enables identification of advanced learners as well as slow learners. Catering to the need of the slow learners, remedial classes are conducted, with the aim to enrich the students, and address their personal difficulties and doubts regarding the subject. Advanced learners, on the other hand are motivated to strive for higher goals by encouraging them to get better results. They are motivated to appear for competitive exams also. The college library is well equipped with books and provides sufficient books for both slow and fast learners. For differently abled students (Divyangjan) with sight disabilities, the institution provides Braille Embosser and Lex reader.
- The college takes major steps towards improving the quality of teaching learning by focusing on the use of LCD projectors for power point presentation and OHP's for slide presentations to make learning more interesting and effective for the students. Student centric methods such as experimental learning, participative learning and audio-visual aids are also used to make teaching-learning student centric.
- Continuous assessment is done for the student periodically by evaluating their marks obtained in regular assignments, project works, internal tests and final exams conducted by the college and the university. The college ensures transparency and fairness in evaluation for the student.
- Teachers are appointed as per UGC norms. There are 30 NET qualified, 12 PhD, 2 M.Phil, qualified teachers and 10 teachers are registered under PhD program.
- Total Years of Teaching Experience is 1044 years and the average teaching experience per teacher is 13.22 years.
- University Examination results are incrementally increased as evidence of teachers and students performance in teaching-learning. For example in 2021 the university result was 99.01 %.

Research, Innovations and Extension

The college is full of resources as many of the teachers here have qualified their individual research works and a number of teachers are carrying on the research works in different subjects. Though there is no research facility in the college, there is a research committee for encouraging the students as well as teachers for taking up research works and for guiding them initially. The research committee comprise of the principal and the senior most teachers of the college.

Seminars and workshops are organised by the various departments in collaboration with the IQAC of the college, which encourages the students and the teachers to explore new horizons of thought.

The college has several platforms such as NCC, NSS, Women Cell, Alumni Association—that organise numerous social service activities and sensitisation programme for students.

NSS unit organises several trekking camps, awareness programmes, tree plantation programme, cleaning drive, door to door campaign for cleanliness in its adopted villages. The college NCC unit takes part in the 'March Past' in the programme organised by the district administration on 15th August every year and secured best position many times. The NSS unit also was awarded the best unit of the North Eastern Hill University, in the year 2018. In the last five years 37 activities were carried out by NSS unit of Tura Government College.

Infrastructure and Learning Resources

1. The College has a campus of 17.78509 acres of land. The total built up area is 5097.534 sq metres. The college campus consist of seven separate blocks. It has 25 classrooms, 15 laboratories and 2 darkrooms. There are 6 rooms in science department with ICT and LCD facility. Computer lab has LAN facility and LCD projector. The classrooms in the college are large, spacious, well lighted, airy, and adequately equipped for carrying out the teaching –learning process. The classrooms are equipped with blackboards, whiteboards and adequate number of desks and benches. The laboratories have sufficient lab equipments.
2. The College has subscribed to N-LIST, through which the students and teachers have access to INFLIB-NET which is a useful resource for learning and research.
3. The total number of books in the Library now stands at 52,646 books, 1973 journals. In the book bank 24,680 books are available for use by the students. UGC has funded for purchase of books and under this UGC scheme 4,794 books has been purchased. The total number of books in the library stand at 84,093 books. In addition, it has good reading materials with collections of 87 number of rare books. The reading room is spacious enabled with computers and photocopier machine.
4. The College has parking space, generator, Renewable energy (Solar) and four college bus.
5. All the departments are provided with computers for ICT in Teaching Learning. All the departments are provided with departmental rooms.
6. The college exam control room is equipped with 6 computers, 1 laptop and 3 printers.
7. The college office is equiped with 7 desktop and 7 printers, and 2 desktop and 2 printers in the Examination Office.

Student Support and Progression

- The College publishes prospectus each year before the commencement of the course and admission of the new students.
- The institution has reservation for economically weaker section; ST / SC / OBC / Differently abled (Divyangjan) students.
- Students are benefited by the scholarships provided by the state government. During last the five years total number of beneficiaries are 731 students.
- The College Organised capability enhancement to develop the students by giving Soft Skill Development programmes, Remedial Coaching and Career counselling.
- The institution has a transparent mechanism for timely redressal for students' grievances, sexual

harassment, and ragging cases in the campus. Grievances Redressal Cell, Prevention of sexual harassment cell (Norombi) Counselling Cell can be availed in the campus.

- Tura Government College Student's Union (TGCSU) is the student body elected for the term of one year by a secret ballot conducted by the teaching faculty. They play a major role for academic, sports and all round development of the student's community.
- Total students progression to higher education is 186 during the last five years

Governance, Leadership and Management

- Tura Government College is headed by the Minister of Education, Government of Meghalaya. The Principal Secretary leads the Department with the Secretary under him and the Director of Higher and Technical Education. The Deputy Commissioner functions as the Chairperson of the Advisory Body.
- The Principal is the Head of the institution, assisted by Vice-Principal, the teaching and non-teaching staffs. The institution practice participative management with the Principal as the final authority in internal matters. The Head of Departments comprise of the Academic Committee of the college and plays a very important role in decision making process. The faculty members are involved in management of the college through various committees as Coordinators, Conveners and members.
- The Internal Quality Assurance Cell (IQAC) of the college reviews different aspects and initiates the work for quality enhancement in the college by organizing programs for both the faculty and the students.
- E-governance in areas of admission, examination and finance are implemented. The portal megedistict.gov.in prepared by NIC Government of Meghalaya is used for online admission process. Under Examination the portal <http://oasis.logisys.org/nehu/> is used to register the students for University examinations. In finance, fund are transfer electronically.

Institutional Values and Best Practices

Institutional Values

Equality

- Tura Government College have been diligently carrying out the vision of the founding fathers, to fulfill aspirations of local youth who cannot afford to go elsewhere for higher studies especially the underprivileged, rural, economically backward and first generation learners.

Women Empowerment

- The Institution provides equal opportunities for learning without any bias against any gender. A counseling committee is present which caters to all round needs of the whether educational or relation to their personal problems. A Women's Group (Norombi/Women of Virtue) is also established consisting of the female teachers of the college with a special purpose to look after the welfare of the female students.

Conservation of Energy

- The Institution gives priority for an Eco-friendly environment and environmental conservation. The

Institution has already installed the Solar- Wind Hybrid System with 10kw to save energy at the college premises.

- In order to maintain cleanliness in the College Campus, Teachers were given additional responsibility of looking after certain block along with Grade IV staffs.
- To take initiatives in Green Practices in the Campus, plantations are done on regular basis especially on World Environment Day. Teaching, non-teaching staffs and the students as well have donated potted flowers and plants. Recently, gifting of saplings to guests been practicing instead of bouquets.

Physical Support

- College made all out efforts to provide education for all, including Persons with Disabilities. The college has lived up to fulfil their hopes and dreams – the need for inclusive practices within the higher education . Fostering Inclusive Education is one of the Best Practices of the college.

Academic Support

- Several seminars ,workshops and short term courses were organized to equip the students with the knowledge, skill and attitudes enhancing their creative ability and to prepare them for the future.
- The Institution has always been well known for enhancing Leadership quality among the students. Through the opportunities like Student's body (TGCSU), NCC and NSS Wings they contribute a lot to the welfare of the college as well as to the society.

Best Practices:

Book Bank

- Book Bank Facility has been instrumental in providing support to Schedule Tribe, Schedule caste and other backward students of the college residing in Meghalaya and whose parents income is under Rs 10,000 (rupees ten thousand) only per month. As a result of which there is tremendous increase in performance of the students especially from this of students as evidenced in the University results.

Fostering Inclusiveness in Higher Education

- Inclusiveness is unbiased integration of students with disabilities into general academic courses, across all disciplines and departments with non-disabled peers. Under this disabled friendly equipment like Braille Embosser and Lex Instant Reader are available in the institution. As a result of which many disabled students have passed out from the college and some of them have even completed their master degrees and are self reliant.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TURA GOVERNMENT COLLEGE
Address	Tura Government College, Hawakhana, Tura
City	TURA
State	Meghalaya
Pin	794001
Website	www.tgctura.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Terence D Marak	03651-222379	8794713452	-	tgprincipal@gmail.com
IQAC / CIQA coordinator	Tejan A Momin	-	8416091197	-	tejanmomin@gmail.com

Status of the Institution	
Institution Status	Government

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	09-09-1958

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

State	University name	Document
Meghalaya	North Eastern Hill University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-12-1978	View Document
12B of UGC	01-12-1978	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Tura Government College, Hawakhana, Tura	Urban	17.78509	5097.534

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	HSSLC	English	600	311
UG	BA,Education	36	HSSLC	English	600	596
UG	BA,Economics	36	HSSLC	English	600	179
UG	BA,Garo	36	HSSLC	English	948	948
UG	BA,History	36	HSSLC	English	600	288
UG	BA,Political Science	36	HSSLC	English	600	494
UG	BA,Philosophy	36	HSSLC	English	600	249
UG	BA,Assamese	36	HSSLC	Assamese	1	0
UG	BA,Bengali	36	HSSLC	Bengali	1	0
UG	BCom,Commerce	36	HSSLC	English	120	116
UG	BA,Physics	36	HSSLC	English	90	65
UG	BA,Chemistry	36	HSSLC	English	90	83
UG	BA,Mathematics	36	HSSLC	English	90	52
UG	BA,Zoology	36	HSSLC	English	90	71
UG	BA,Botany	36	HSSLC	English	90	64
UG	BA,Geography	36	HSSLC	English	90	57
UG	BCom,Computer Application	36	HSSLC	English	1	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				13				73			
Recruited	0	0	0	0	5	8	0	13	27	39	0	66
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				38			
Recruited	0	0	0	0	0	0	0	0	13	25	0	38
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				53
Recruited	37	16	0	53
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	2	8	0	12
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	4	7	0	22	32	0	65
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	25	0	38
UG	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	Others	Total
	0	0	0	0

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	1599	30	0	0	1629
	Female	1910	34	0	0	1944
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	6	6	4	7
	Female	13	8	15	8
	Others	0	0	0	0
ST	Male	1786	1851	1701	1836
	Female	1989	2124	1831	1975
	Others	0	0	0	0
OBC	Male	6	5	5	10
	Female	5	4	6	17
	Others	0	0	0	0
General	Male	34	23	23	13
	Female	43	43	40	16
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3882	4064	3625	3882

1. Multidisciplinary/interdisciplinary:	As per National Educational Policy 2020, the College is preparing to have more of multi-disciplinary subjects, as it tries to identify the programme learning outcome along with courses and unit learning outcome that define the specific knowledge, skills, attitudes and values. The college is planning to integrate Bachelor of Education (B.Ed) with Arts, Science and Commerce Streams
2. Academic bank of credits (ABC):	Regarding the implementation of Academic Bank Credits, the institution has to wait for the academic council to give a green signal. The pedagogical approach of the institution is student's centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome
3. Skill development:	The vision of the college is promoting Value-Based Quality Education, the college celebrates National festivals like Independence Day and Republic Day and observing various programmes like World Aids Day, Environment Day etc. Mentoring students is practiced to enable students to explore future employment pathways after graduation. The College plan to provide vocational courses in order to eliminate dropout to promote skill development. Proposal to collaborate faculties from vocational institutions to provide vocational skills and trainings.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college offers various Indian languages like Garo, Assamese and Bengali subjects in degree courses. Preservation and promoting of languages is one of the target of the College in future.
5. Focus on Outcome based education (OBE):	The College prepares students to acquire positive attitude and other qualities which will lead to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programme outcomes of the students.
6. Distance education/online education:	The College will offer vocational course through ODL mode in due course of time. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown like Google Classroom, Zoom, Google Meet, using videos as teaching and learning aids, group collaboration and

interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning. As the College is preparing for the implementation of NEP, 2020 and to achieve GER of 50% in higher education by the year 2035, it can be mentioned that the GER of college is 0.58% in the year 2020 which is below the national average. So in order to overcome the challenges, the following Quality (GER Parameters) can be adopted: 1. Participation in Subjects of Studies/Streams. 2. Responsiveness of College to quality-enhancing processes. 3. Participation in External Quality Assurance-NAAC 4. Level of Financial support to Colleges 5. Level of Financial Assistance for Faculty Development. 6. Level of Research Assistance to Colleges. The College has the human and physical resources to enhance the Management Information System (MIS) through digital system for updating the quality development under the NEP, 2020.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
510	510	510	510	510
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	17	17	17	17

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3162	3882	4064	3625	3882
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1458	1458	1458	1458	1458

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
976	880	898	578	2029
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
79	78	81	73	80
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
86	86	86	86	86
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 25

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
60.54018	25.32517	107.4264	81.79764	116.1462

4.3

Number of Computers

Response: 91

4.4

Total number of computers in the campus for academic purpose

Response: 33

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The College is affiliated to the North Eastern Hill University, Shillong. The Annual system was replaced by Semester system by the University from the academic session 2015-16. In order to ensure the effective implementation and timely delivery of the curriculum as prescribed by the University, the institution has carried out the following measures in a planned manner.

- Syllabus of the entire elective subjects offered in the College has been uploaded in the College website.
- Copy of syllabus is made available to each of the department.
- The topic of the syllabus is distributed among the teachers by the concerned HOD of the department.
- Copy of the allotted topics is given to the teachers and the same is uploaded in the College websites at the beginning of each semester.
- The Departmental time table is prepared by each department based on the master time table and uploaded to college website.
- Lesson plans are made at the beginning of the semester and uploaded in the College website department wise.
- Departmental daily report are also prepared and submitted to IQAC preferably via email.

The HOD of the concerned department oversees the implementation of the plan by holding departmental meetings at regular intervals, thereby reviewing the progress and implementation of the curriculum. Appropriate actions are taken as and when necessary.

Academic calendar and time table are also prepared separately for Arts, Science and Commerce streams, to ensure the proper planning and deliberation of all the programs.

All the faculty members are encouraged to use ICT for the effective implementation of the program. Students are sensitised and encouraged to use resources made available by the college library.

As part of the curriculum implementation, CIE system is implemented such as, regular internal tests, assignments, Dramas and Plays, Guest Lectures by eminent personalities, Student's seminars are also organised. This enhances in depth and practical knowledge of the topic, incorporating interactional confidence in the students.

Exposure trips and Field studies are undertaken as per the requirement of the curriculum. Remedial classes are also organised to enhance the performance of the students in the examinations.

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

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

Response:

Since the college is affiliated to North Eastern Hill University, the college follows the academic calendar of the University for undergraduate courses. The University has given a well-defined timeline for the completion of the courses, and it is mandated on the college to complete the syllabus in time for the end-semester examinations. The entire course structure in the Arts, Science and Commerce streams is divided into 6(six) semesters. It is incumbent upon the departments concerned to follow the well-defined curriculum as given in the syllabus.

It is not only mandated that the departments complete the syllabus on time, but by the process of mentoring, the students are taught not only the subject matter but are groomed on a daily basis to turn them into well rounded individuals. In addition to all this and completion of syllabus, continuous monitoring and evaluation is adopted by the College by way of implementing CIE or Continuous Internal Evaluation methods. Well defined general principles and marking systems are followed and marks are awarded accordingly. This earned marks are thence reflected in their final markings by the university and the degrees are hence awarded at the completion of the course.

As part of CIE, seminar presentations, group discussions etc are also some of the methods adopted by the college, since the University has given some flexibility in its approach for conduct of CIE. Soft skill programs and personality development programs are also conducted as and when available. Mentoring on a daily basis by way of understanding their difficulties and weaknesses are also addressed from time to time to iron out the difficulties.

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

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

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

Response: D. Any 1 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 17

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

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

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	0	1

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

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total

number of students during the last five years**Response:** 1.03**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	49	0	0	150

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

The cross cutting issues such as Gender, environmental and sustainability, human values and professional ethics are well integrated in to the curriculum by the affiliating university:

- The affiliating university has introduced a compulsory subject 'Environmental Studies' in all the Programs ie. BA, BSC and BCom.
- In 5th Semester Botany Honours there is a unit containing topics relating to the Global environmental problems such as soil, water, air pollution, ozone layer depletion, Climate change, global warming etc.
- In a Political Science there is a unit in the syllabus on Human rights to address the issues.
- In History honours there are topics related to Human rights and Gender issues.

In addition to above, the Institution also makes its efforts to address the cross cutting issues such as Gender, environmental and sustainability, human values and professional ethics by holding different Programs and activities, such as:

- The college gives equal rights and opportunities, freedom of speech and expression in various matters of the institution, regardless of gender, nationality, sex, background, and religion. Opinions and views of all the constituent individuals/groups are heard before taking decisions. Internal problems are solved through open discussions
- The students and public are sensitised on burning environmental issues through Lectures, plantation programmes etc. organised by the Faculty members, students' body and NSS on 'World Environment day'.
- The NSS unit of the College organise Cleaning drive not only in the college campus but also in

Public places in conformity with the mission “Swachh Bharat” where the teacher and the students takes part actively.

- Teachers while teaching in the classroom tries to incorporate the issues of gender as and when situation arise.
- All the teaching fraternity are aware and abide by the UGC guidelines on the code of professional ethics. The Institution also makes an effort to uphold the professional ethics by organising programs.
- The institution organise a popular talk on the Role of Education sector in removing gender inequality.
- Organised Programmes on “Value Education” for students of all the streams of the Institutions.

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

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

Response: 0.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	8	4	2

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document

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

Response: 9.36

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

Response: 296

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

Response: D. Any 1 of the above

File Description	Document
Any additional information (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

Response: D. Feedback collected

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 90.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
770	1579	1663	1663	1659

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1620	1620	1620	1620	1620

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

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

Response: 80.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
770	1268	1332	1187	1284

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

2.2 Catering to Student Diversity

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

Response:

Being a government institution, the college is compelled to take students of all nature, without considering their merit, caste, gender, or reservation. Although the selection process for admission into the institution is carried out according to the norms and guidelines, the institution is bound to admit every student who has appeared for the interview.

To gauge the level of knowledge and competence of the students for admission, their performance in the HSSLC examination is given due importance. Apart from this, personal interviews and verification of certificates is carried out to identify both advanced and slow learners through:

- The percentages acquired in their 10+2 examination. The first and second divisions are identified as advanced learners and third divisions as slow learners.
- Internal assessment/mid semesters tests.
- the entry level in 1, 3 & 5 semester is comparing to exit level in 2, 4 & 6 semesters. The difference that increases the performance of students is taken as fast learner, and difference which decreases in performance is considered as slow learner.

Programmes for slow learners

- It has been found that there are several reasons such as social, economic, and financial for the low performance of the students.
- Identified, slow learners are given extra attention, motivation and encouraged to cope up with their weaknesses.
- Sometimes the concerned department meets the parents of the slow learners or irregular students to redress the issues.
- Slow learners are given counseling, study materials, and are also provided with books if necessary.
- They are encouraged to take part in various activities such as seminars, workshops, etc.
- Extra classes and remedial classes are given to such students.

Programmes for advanced learners

- Advanced learners are motivated to improve their good performance.
- Learning needs of the advanced students are further fulfilled by various activities such as seminars, workshops, talks, movie screening, symposiums, soft skill programmes, fields visits, excursions, etc.
- Advance learners are encouraged to participate in departmental activities and are given set goals and responsibilities as deemed necessary.
- Special workshops are also organized to improve the hands-on skills of the students.
- Necessary counseling, study materials and books are also provided to such learners.

File Description	Document
Upload any additional information	View Document

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

Response: 40.03

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

The teaching learning process revolves around the need, interest and capabilities of students. The faculty members of Tura Government College make continuous and conscious efforts to enable its students to realize their potential and evolve as leaders and responsible citizens of society. The college focuses on the student-centric methods of enhancing lifelong learning skills of students. Faculty members make efforts in making the learning activity more interactive by adopting the below-mentioned student-centric methods.

- **Experiential Learning:** Institution promotes experiential learning by facilitating the student's participation in study tours, local field-trips, exposure trips, various workshops and seminars, hands-on training, etc. organized in and outside the campus. Each department conducts add-on programs to support students in their experiential learning. Experimental method is used in science subjects to acquaint the students with the facts through direct experience individually. Students verify the facts of the subject with the help of experiments. Students take interest and learn things via experiential learning.
- **Participative Learning:** The faculty members make the learning participative for students by motivating the students to participate in group discussions and role-plays, etc. The students seminars are organized by departments wherein the papers are presented by the students on allotted topics and discussions and question and answer sessions are done which encourages the students and enrich their learning experience.
- **Problem-solving methods:** Institution encourages the students to acquire and develop problem-solving skills. Institution provide students tasks that inculcate in them problem solving skills, they receive practical and direct experience of negotiating difficult situations and are trained as capable, competent and accomplished individuals.
- **Lecture method:** This conventional method is commonly adopted by all the teachers. This method facilitates the teacher to interpret, explain and revise the content of a text only for better understanding of the subject by the learners. White board and marker pen, commonly adopted by

all the faculty members is very useful as this method facilitates the teacher to interpret, analyze and explain the content of the topic for better understanding of the subject by the students/learners.

- **Project based method:** The project works stimulate student's interest on the subject and provide student an opportunities of freedom of thoughts and free exchange of different views. Each and every department gives the project to the students as per the requirement of syllabus.
- **ICT Enabled Teaching:** The institution promotes the conduct of regular classes with the use of LCD projectors. The faculty members use LCD Projectors for Power Point Presentations of class lectures and discussions and OHPs for slide presentations, to make learning more interesting and effective for the students. Different ICT tools are use by the faculty members for seminars and workshops for effecting learning.
- **Group Learning Method:** The institution encourages the students to study in groups or teams for building positive interpersonal relationships, achieving more confidence and think critically and learning to be accountable to their group as well as themselves.

File Description	Document
Upload any additional information	View Document

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

Response:

Information and Communication Technology (ICT) is the technology required for information processing that involves use of computers, computer software and other devices to convert, store and process, transmit and retrieve information and includes services and applications associated with them. ICT at presents are influencing every aspect of human life.

In education, ICT play vital roles in facilitating teaching and learning. It has transformed classroom communication methods and modified instruction strategies. ICTs have made teaching and learning interactive, collaborative instead of the traditional teaching approach. ICT integration in the field of education has impacted hugely in improving the quality of education. It is widely believed that ICT integration will help us in making education more accessible and affordable. Increasing role of ICT makes education more democratic that is improving the quality education services available to even students sitting in far remote corners of the country.

Changes is the natural law so we should change in our teaching techniques as well, so to do we as the teachers of Tura Government College try to use and implement technology in our daily teaching to impart proper knowledge to our students. Different department in Tura Government College uses audio and visual aids in the teaching learning process.

All the teachers of Tura Government College try to make the best use of the technology in their teaching process. Use of ICT enabled teaching, e-learning resources and online courses are promoted by the college in order to make teaching-learning process more outcome-oriented and student-centric. Teachers have the knowledge and skills to use new digital tools to help all students achieve high academic standards. ICT has enabled better and swifter communication with the teachers and the students. The faculty at TGC use various ICT enabled tools to enhance the quality of teaching-learning like- Google classroom, Google

meet, Zoom meeting, WhatsApp, projectors, etc. Teachers share reading materials, short notes, e-books over different media like Google Classroom, E-Mail, WhatsApp, etc.

Merits of using ICT in College - The merits of ICT are:

- Access of digital information efficiently and effectively- ICT as a tool is use for students to discover learning topics, solve problems, and provide solutions to the problems in the learning process.
- Support student-centered and self-directed learning- Students are now more frequently engaged in the meaningful use of computers and mobile devices. They build new knowledge through accessing, selecting, organizing, and interpreting information and data.
- Creative learning environment- ICT develops new understanding in their areas of learning. ICT provides more creative solutions to different types of learning inquiries. Therefore, ICT involves purpose designed applications that provide innovative ways to meet a variety of learning needs.
- Collaborative learning in a distance-learning environment- ICT enables students to communicate, share, and work collaboratively anywhere, any time. Students not only acquire knowledge together, but also share diverse learning experiences from one another.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 40.03

2.3.3.1 Number of mentors

Response: 79

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 90.93

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 10.95

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	10	5	5

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 13.22

2.4.3.1 Total experience of full-time teachers

Response: 1044

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

2.5 Evaluation Process and Reforms

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

Response:

Internal assessment was introduced in the year 2015 as part of semester system where 25% weightage is allotted for internal assessment. Prior to the conduct of internal assessment, the dates and time is notified as per the Academic Calendar and in some departments assignments were given to the students for the same purposes. The marks of internal test and assignments are displayed on the Notice Board and the same was also uploaded in the College website. Assignment papers and answer scripts are being shown to the students for further improvement.

As an affiliation institution of North Eastern Hill University, the institute follows the evaluation mode of North Eastern Hill University to access the academic performance of the students on the continuation basis: As per N.E.H.U regulation.

Three (3) internal exams are conducted for continuous assessment in theory subject and the best performance out of three exams is considered.

- Marks allotted for internal exam is 25 out of which 5 marks is given for regularity in attendance, sincerity, submission of assignment on time etc. For science.
- The schedule of internal assessment is communicated to students accordingly.
- The internal exams timetable is displayed on the notice board a week before the commencement of internal exams.
- The questions for internal exams are framed by the faculty of the respective subjects. This encompasses the inclusion of equal number of questions from each unit covering the entire topic.
- For Science stream, internal practical examination is conducted department wise
- Marks allotted for practical is 6 (six) marks
- Evaluation of practical examination is done based on different parameters, like regularity in attendance, performance, practical records and viva-voce
- Marks of the internal exams are displayed on the Departmental notice board after a week or two from the commencement of the exam. Copies of the same are maintained by the department for any reference.
- Students are allowed to go through the valued answer scripts of internal exams, where doubts regarding evaluation are cleared thereof.
- Students performance in the internal assessment enables the faculty to identify slow and advance learners, based on which students are encouraged to improve their performance in the future by counseling/mentoring.
- Assignments and seminars are also conducted based on the syllabus, which are evaluated by the respective subject teachers.

File Description	Document
Any additional information	View Document

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

Response:

Tura Government College follows the guidelines set by the University for the Conduct of examinations. At the end of each semester, final exam is conducted which constitute 75% weightage for end semester examination and the remaining 25% constitute internal assessment marks.

Grievance mechanism for Internal Assessment.

- The college has an Exam Committee which consists of faculty members from various departments to address the examination related matters.
- The Internal Assessment forms a part of a continuous evaluation system conducted through Class Tests, Tutorials, Assignments, Projects and Presentations. All of these together constitute an integral part of internal assessment which is carried out in a well-planned and systematic manner.
- Each and every department conducts and evaluates their own internal assessments. The marks are displayed in the department notice boards. The same are intimated to the students by the respective departments through mediums such as google classroom, WhatsApp groups etc.
- If the student feels aggrieved in the fairness of evaluation, they will represent the matter to the course teacher and check the answer scripts for verification and justification of marks. If in case, the student is not satisfied with the explanation, then they can approach the HOD for solving the issue who in turn seeks clarification with the concern teacher and other teachers from the department to resolves the issue.
- The internal marks are then submitted to the Exam Committee for the final submission to the University.
- After the final submission of internal marks to the University, if any further corrections are required after the declaration of result, it is addressed immediately by the concerned teacher through the HOD. The University is then intimated immediately for rectification of the same.

Grievance mechanism for Semester Examination

- The end semester examinations are conducted by the college through the guidelines given by the University.
- Grievances related to the question papers, roll number or registration number in their admit card reported by the students to the teachers are forwarded to the Exam Committee which in turns addresses to the Principal. The Principal then discuss the issue with the faculty members and based on the genuiness of the issue forward it to the Controller of Examinations, North Eastern Hill University.
- After the declaration of results in the website of the university, if the students find some mistakes in their results or are dissatisfied with it then they can refer their grievances to the Exam Committee which will in turn refer their grievance to the Principal and then refer it directly to the University. The Grievance Redressal Cell maintains a complaint/suggestion box for student grievances.
- If the students are opting for re-evaluation of their answer scripts the same is submitted to the university to do the needfull.

Hence the mechanism adopted by the college is transparent, time bound and efficient.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Tura Government College is affiliated to North Eastern Hill University (N.E.H.U) and it follows the programme wise curriculum designed by the university.

Bachelor of Science:

- Ability to employ critical thinking in understanding the concepts in every area of B.Sc. Ability to analyze the results and apply them in various problems.
- Develop a sense of research to predict cause-and-effect relationships. Create, select, and apply appropriate techniques, resources, and modern science and IT tools.
- Ability to work independently and do in-depth study of various notions of courses.
- Ability to communicate various concepts of B.Sc. programme effectively using examples and their geometrical visualizations.
- Ability to think, acquire knowledge and skills through logical reasoning and to inculcate the habit of self-learning.

Bachelor of Commerce:

- Enables learners to get theoretical and practical exposure in the commerce sector which includes Accounts, Commerce, Marketing, Management, Economics and Environment etc.
- Develops communication skills and build confidence to face the challenges of the corporate world.
- Enhances the capability of decision making at personal and professional levels.
- Makes students industry ready and develop various managerial and accounting skills for better professional opportunities.
- Strengthens their capacities in varied areas of commerce and industry aiming towards holistic development of learners.

Bachelor of Arts:

- Developing intellectual, personal and professional abilities through effective communicative skills; ensuring high standard of behavioral attitude through literary subjects and shaping the students socially responsible citizens.
- To reflect a general understanding of the concepts and principles of selected areas of the study thus providing students an opportunity to decide the specialization fields for making professional choices.
- To augment the ability to describe and compare the roles, impacts and ethical implications of ideas, texts, social movements and contemporary situations.

- Produce graduates with a foundation in professional ethics who will actively seek to positively impact their profession, community, and society.
- To provide an arena for reflective thinking and concern for the common good and application of social values.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Paste link for Additional information	View Document

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

Response:

The evaluation done by the institution for the attainment of Programme outcome, Programme specific outcomes and course outcomes is carried out in two methods, i.e., direct method and indirect method.

Direct Method:

- Internal Assessment: Three internal exams are conducted for continuous assessment in theory subject, where the best performance out of three exams is considered. The internal assessment is carried out by each department on their own.
- Laboratory performance (For Science Students): Individual and team performance is also evaluated during their practical hours. For practical examinations, the assessment is done by the external experts appointed by the university. It is done through viva voce and their practical records.
- Project Work and Assignments: Project work and assignments are also given to the students. Assessment is done based on their completion of the project and assignment in the stipulated time and the quality of their work done.
- End Semester Exam: At the end of each semester, university conducts examinations and based on the result published by university the course outcomes are measured. The programme outcome is measured from the final semester results published by the university.

Indirect Method:

- Feedbacks: Feedback mechanism is used to improve teaching learning process in outcome based education. The Institution collects feedback from students and teachers which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, programme specific and course outcomes and to understand the impact of teaching learning process.
- Extracurricular activities: The participation of students in extracurricular activities such as cultural activities, sports, seminars, field trips, NSS, NCC, etc.,. Their performance within and outside the college in the various extracurricular events provides another manifestation of programme

outcomes.

- Higher Studies: Another parameter to measure attainment of POs, PSOs and COs is through progression of students towards higher studies in educational institutions for post-graduation in different Universities.

The attainment of students attainment is measured every semester at the end once the results are declared.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 56.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
961	774	290	246	479

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

2020-21	2019-20	2018-19	2017-18	2016-17
976	880	898	578	2029

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.99

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

NAAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response:** 11**3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	7	0	2

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

3.2 Research Publications and Awards**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****Response:** 0.04**3.2.1.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	0	0	0

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	6	1	3	7

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

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

Tura Government College is the oldest and the largest college in entire Garo Hills. The college has earned reputation in this part of the state for its social works in various fields. The college has several platforms such as NCC, NSS, Women Cell, Alumni Association—that organise numerous social service activities and sensitisation programme for students. The College NSS Unit has taken up 37 activities/programmes during the last five years

As this college is located in the heart of nature, amidst hills and forests, World Environment Day and Tree Plantation programmes are held on a regular basis. Several cleaning drive programmes were held as part of “Swachhta Pakhwada” Programme. Such programmes were not only held in the college campus, but were also carried out in urban markets, rural villages and especially in and around several riverbeds. Several “Door to door campaign for cleanliness” programmes are organised on a regular basis.

As there are many cases of landslides and sudden floods in this region, the college NSS unit organises several camps for “Disaster management” and various awareness programme throughout the year on a regular basis within and outside the campus, especially in its two adopted villages. Not only that, a “Waiting shed with toilet and urinal” was constructed under the supervision of the NSS unit, in Boldorenggre, one of its adopted villages.

NSS unit organises several trekking camps, awareness programmes, cleaning drive, door to door campaign for cleanliness in its adopted villages. The college NCC unit takes part in the ‘March Past’ in the programme organised by the district administration on 15th August every year, where it has secured best position for years. The NSS unit was also awarded the best unit of the parent university, in the year 2018.

The college women’s cell, ‘*Norombi Group*,’ is also active with their social service works. The ‘Tura Government College Alumni Association’ is also instrumental in this arena.

We believe that all these activities sensitise the students and motivates them to come forward towards selfless service to the society, with the dedication and relentless services of the Programme Officers. Apart from the students, these programmes have witnessed the inclusion and active participation of the locals, who have come forward with a helping hand. These programmes help to develop the quality of the students' leadership, thereby fostering the growth of a responsible citizen at large.

File Description	Document
Upload any additional information	View Document

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

Response: 9

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	2	1	3

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

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

Response: 37

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	14	5	7	11

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

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

Response: 20.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
591	1819	78	931	358

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

3.4 Collaboration

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	1	0

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

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college campus consist of 7 separate blocks. It has 3 streams; Science, Arts and Commerce streams. It has 25 classrooms and other rooms with a total seating capacity of 2067 seats. The Arts stream has 12 classrooms, commerce has 5 classrooms and science has 8 classrooms. The classrooms have adequate number of benches and desks, it is fully equipped with blackboards, whiteboards and 2 classrooms are equipped with sound systems. All the classrooms are well lighted and airy.

The college has 14 laboratories (12 + 2 dark rooms): 5 in physics; 2 in Botany; 2 in Zoology; 3 in Chemistry, 1 in Geography and 1 computer lab.

All the labs have enough seating capacity and sufficient laboratory equipment.

The college computer laboratory has 18 sets of computers. It has LAN connections and an LCD projector.

As a technology enabled learning spaces, the college has 39 numbers of computers available for student use; the Physics department has 8 sets of computers and Zoology also has one classroom with 8 sets of computers and computer lab with 18 numbers of desktops. The science departments have 6 rooms with ICT facility equipped with LCD projectors. Geography department has one desktop and a classroom fitted with LCD projector. Maths department has two sets of desktops. All Arts departments have laptops and equipped with printer scanner.

The Library is automated using Library Management system. For optimal use of the software all the computers are connected via LAN. A Separate computer of 5 desktops have been installed for students and faculty for access to (OPAC). The library is subscribed to N-List, through which the students and teacher can access to INFLIB-NET. The reading room is spacious and well ventilated. The library also has photo copier facility for the students and the faculty.

The college has an auditorium with a seating capacity of 450. It is used for organising seminars and various programs. There is also one conference hall with a seating capacity of 30. It is equipped with AC and ICT facility.

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

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

Response:

Since the inception of the college in the year 1958 the college playground has been planned and for the past 50 years track and field events are being held, it has enough space for Track and field events. Games like football and other Track and field events are conducted in the football ground. The football ground is located in front of the Boys Hostel, which is 12000 sq. mtrs in area, and a basketball court is in the middle of the college building, its area is 94 ft by 54 ft

Games like carom, chess, arm wrestling etc., are played in the college but there is no indoor stadium to conduct table tennis and badminton, being a government college, it is held in the Tura Sports Association Hall nearby (approximately 400 metres before reaching College campus).

The Institution have Games and Sports Secretary to look after the Games and Sports.

Cultural Activities

The college has 12 nos of wangala drums and a costume with full set. Musical instruments like drums (traditional and western), guitars and keyboards are available. The Institution have Cultural Secretary to look after the cultural activity of the students.

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

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

Response: 28

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 7

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

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

Response: 24.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.88777	0.98097	55.98468	27.35060	31.04893

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

4.2 Library as a Learning Resource

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

Response:

The library is automated using Integrated Library Management System called e-LIB which is a software which helps you categorize, catalog and view your e-book collection. This system was installed in the library in the year 2016. The Modules used under this system are- Cataloguing, Circulation, Generation of Reports and Online Public Access Catalogue (OPAC). For optimal use of this system all the computers are connected via LAN. A separate computer has also been installed for students and faculty for access to OPAC. Moreover, all Library holdings have been Bar Coded to enhance the efficiency of the service, for the convenience of the students and faculty. Smart card is introduced in the system to streamline the process of issue and other records. This smart card helps to keep track of the issue and return of books.

The details of the LMS is as follows:-

Name o Library Sotware: E-Lib/Library Management Sstem

Version: 1.0.0

Nature of Automation: Partial with RFID facility

Year of Automation: 2019

Software developed by: CTech Solutions, Shillong.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 3.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.53	0.63	10.09	3.6	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 0.09**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 3

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

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

Computer Laboratory: For technology enhanced learning, the college is equipped with one computer laboratory with one video technology, LCD projector and 18 computer desktops all linked with Local Area Network (LAN). The computer lab supports the college in providing services assisting the teachers and students in their course work.

Wireless Network Facilities(wi-fi): The college has taken a step in IT facility by installing a wireless network connection provided by Jio Network Operator for campus covering all academic buildings which is in the process of activation.

Library: The college library, located on the second floor of the administrative building, is equipped with 5 desktops for the students to access and search for study materials.

Recently, the college library has registered as a member of N-List (a National Library and Information Services Infrastructure for Scholarly Content) an initiative of MHRD. Through this access, the college can now avail e-resources. The library is undertaking to update its digital software by installing a new software for library information.

ICT Classrooms: Science Departments (Zoology, Botany, Chemistry, Physics Maths) ICT has become integral to teaching learning interaction and teachers integrate this new technology into their classroom teaching. Each of these five science departments is fully equipped with ICT tools in their respective classrooms such as LCD projector video technology with computer attachments in order to communicate and disseminate information to the students.

The departments are also provided laptops and desktops to carry out their departmental academic works.

Arts and Commerce: Arts and commerce classrooms are yet to get ICT Classrooms. The Commerce department has one desktop and one laptop in their departmental room. Each of the nine Arts departments have also been provided with separate laptops.

File Description	Document
Paste link for additional information	View Document

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

Response: 95.82

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 124.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
64.42795	26.30614	163.4110	109.1482	147.1952

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

Tura Government College is managed by the Government of Meghalaya. Its funding for campus infrastructure and maintenance of campus infrastructure comes from the government. However, the college in consultation with the Advisory Body of the college and other stakeholders' initiates and proposes the future requirements of the college by way of suggestions and proposals to the Government. Once these proposals are approved the process of implementation and procurement can start by floating tender. In recent years, UGC and RUSA grants have been directly obtained and many new infrastructures with better facilities have come up in the college.

With a view of sustenance, yearly grants are also obtained from the government for various departments, laboratories, library, classrooms maintenance, academic support facilities, etc. The college is also in collaboration with various government departments like Sports Department, Forest Department, Public Work Department etc. for development of Sports infrastructure, NSS activities and annual maintenance of college campus.

The College also has the following systems and procedures for maintaining and utilizing physical, academic and support facilities:

Maintenance on infrastructure, physical and academic support facilities, PWD. Govt. Of Meghalaya undertakes the work. The college has a trained electrician to look after electricity problem on any minor repairing if required is done immediately so that physical and academic facilities are not affected.

There are seven college buildings with 25 classrooms having ICT facility in Botany and Zoology classroom. Laboratories are 14 in number out of which 4 rooms are equipped with ICT facility. There is one common room for girls and one office room for boys. Drinking water facility is available. Separate toilets for boys and girls have been constructed. The Sweepers and Cleaners look after the cleanliness of the campus infrastructures.

The college library, located on the second floor of the administrative building, is equipped with 5 desktops for the students to access and search for study materials.

Recently, the college library has registered as a member of N-List(a National Library and Information Services Infrastructure for Scholarly Content) an initiative of MHRD. Through this access, the college can now avail e-resources. Through this the college attempt to avail e-resources in the future.

- Computer laboratory has LAN and ICT facility with 18 sets of computers. Computer Laboratory is looked after by Computer Lecturer .
- The college has a total of 14 laboratories fully equipped. Laboratory assistants help in maintaining their respective laboratories equipment, instruments, specimen, computers LCD proectors etc.

The college exam department has 6 desk tops, 4 scanner cum printer, 2 sets of photo copier machine, Braille embosser and a generator.

The college has a basketball court and a football ground. There is no indoor stadium, however being a government college, games like table tennis and badminton are held in Tura District indoor stadium.

There is a college Auditorium with a seating capacity of 450, it is used for organising various programs.

The college has four buses and a sufficient space for parking.

The Renewable energy(solar) and generator is installed.

The college has a separate hostel for Boys and Girls. There are three Hostel buildings for Girls, which can accommodate 81 students. The Boys' Hostel can accommodate 48 students. Hostel Superintendents look after the college hostels facilities and any maintenance work required; they inform the college authority for necessary action. Maintenance on physical Infrastructure is done by PWD Govt. Of Meghalaya.

For maintaining and utilization of other physical facilities different committees are formed under the supervision of the principal.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 4.21

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
374	77	141	109	30

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

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

Response: 0

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

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

Response: D. 1 of the above

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

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

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 0.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	9	0	6	4

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

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 19.06

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 186

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

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

Response: 60

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	1

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	2	1	2

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

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

Response:

Tura Government College has Student Council, named Tura Government College Student Union (TGCSU). The Student Union play an important role in the all-round development and welfare of the Students. Tura Government College Student's Union (TGCSU) is a body elected for the term of one year by a secret ballot conducted by the teaching faculty following the recommendations of J M Lyngdoh commission. They play a major role for academic, sports and other development of the student's community. The various Post of the Student Council / Union comprise of in terms of priority - President, Vice-President, General Secretary, Assistant General Secretary, Literary and Symposium Secretary, Social Welfare Secretary, Games and Sports Secretary, and Common Room Secretary. In spite of the Secretaries, there is also Class Representative from each class.

The Chairman is the President of the Union. He presides over the meetings of the Executive Committee and Class Representative. The General Secretary is the Executive head of the Union and is responsible for the functioning of the Union in co-operation with the Executive Committee and Class Representative. Literary and Symposium Secretary is responsible for organising the programme for the development of literary activities of the students at the College, College Magazine, and publication of the same. Social Welfare Secretary shall be responsible for Social Welfare Activities, organising Social Works, Fresher's Social, Parting Social and drawing up of programmes for the development of the Cultural Activities of the students of the college concerned. Games and sports Secretary take the responsibility of Games and Sports, Outdoor Games and Annual College Sports Week. Common Room Secretary shall be responsible for the Common Room and Indoor Games, Newspapers and Periodical subscriptions.

Apart from the Secretary, the student union nominate one member from each classes as a class representative and they become a part of the union to represent the class when in need for the all round development of the college and the student community. The union motivate students to take part in the activities conducted by the Institute, and they also work as a medium between Faculty and students.

The contribution in Academic Administration is as follows.

- 1.Coordinating academic activities at their level.
- 2.Coordinating information between students and teaching faculties.
- 3.Coordination in organising Cultural events.
- 4.Coordination in organising games and sports during the College week.
- 5.Coordination in organising various programmes.

Participation of the Students body is as follows:

- 1.The National Cadre corps (NCC) both Boys and Girls Contingents.
- 2.National Service Scheme (NSS)
- 3.College Week.
- 4.Tree plantation on Environment Day.

- 5.Cultural Programme.
- 6.Cleaning drive.
- 7.Skill Development.
- 8.Career Guidance.
- 9.Workshop.
- 10.Study Tour.

TGCSU supports in organising and coordinating the all-round development and welfare of the Students. They also encourages the Students to develop their leadership skill and become leaders of the country. They play an important significant role in various activities by coordinating all the events related to academics and other co-curricular and Extra-curricular activities.

File Description	Document
Upload any additional information	View Document

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

Response: 20.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	34	34	34

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

5.4 Alumni Engagement

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

Response:

The 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.

Tura Government College, Tura; Alumni Association was formed since from the past many years. On the 23rd of October 2018, a meeting was held by the Teaching Faculties to discuss about hosting the Alumni Meet. The tentative date for the Alumni Meet was on the 27th October 2018. As per the date, Tura Government College Alumni Meet was held at the venue: Tura Government College Auditorium. The Ex-student of Tura Government College chaired the meeting, the Principal Tura Government College addressed the welcome speech; he also highlighted the need of formation of Alumni Association. There after the new chairman was elected to preside over the meeting, under the new chairmanship, the Tura Government College Alumni Association was officially formed and the Office bearers were elected.

Office Bearers of the Alumni Association

Sl.No.	Name of the Post	Name
1	President	Smt Anmilla Rosita M Momin
2	Vice-President	Dr Challanga D Sangma
3	Secretary	Shri D K Newar
4	Join-Secretary	Shri Balnang Raka Ch Momin
5	Treasurer	Shri Shashi Prakash Paul
6	Executive Member	Shri Animesh Sharma
7	Executive Member	Shri Biswajit A Sangma
8	Executive Member	Smt Roselina M Sangma
9	Executive Member	Shri Thomas A Sangma
10	Executive Member	Smt Chire Nora K Sangma
11	Executive Member	Shri Tasin Roy R Marak

The Office Bearers were highlighted in the QIM other than this, the list of the Alumni members present shall be in the file description which is linked as additional information

This gave a clear and colourful picture of the Office Bearer of the Tura Government College Alumni Association; it is officially a Registered Association bearing number MEG-RoS/2019/00167, Date of Issue 25/06/2019.

The aims and objectives of the Alumni Association is to promote the needs for the development of the College as-well-as for the welfare of the students as a whole to materialise the need of the students who are socially and economically weaker section of the community.

The Alumni Association also organised a singing competition in collaboration with IQAC of the college to encourage the budding talents of the college, the judges for the same were prominent singers and well known personalities. Student participation was very encouraging and the programme was a successful one. It also decided to organise more such programmes in the coming days.

The Alumni Association is also like an advisory committee and this committee shall advocate academic administrative activities.

File Description	Document
Upload any additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

NAAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION:

- Promoting value-based quality education with special emphasis on character building and leadership qualities.
- Incorporating NEP 2020 in order to update the system of Education in the state and the college in particular
- Incorporating the State of Meghalaya Education Policy from time to time

MISSION:

- Prepare students through education for productive lives and challenging careers.
- Encourage and nurture all students on value based education.
- Implement ICT facilities for meaningful knowledge transfer.
- To provide research facilities for Teachers' competence.
- To upgrade from UG to PG courses in the concerned department.

Tura Government College occupies a unique position in the history of education in Meghalaya. For many years it is the sole institution to provide opportunities in pursuance of knowledge and education. Tura Government College emerged as a result of the long-standing vision of eminent public leaders and citizens of Tura.

This College caters mostly to the needs of the under-privileged students. With value-based education being its prime objective, the college nurtures its students to explore their potentials, thereby moulding them for challenging careers. Students are given opportunities to participate in various co-curricular activities with an objective to bring out their best. Teachers are also provided with various opportunities to develop their competence.

The College is a government run institution. Plans and policies in the college are implemented by the Principal, Academic Council consisting of Heads of Departments, faculty members and the students' body in tandem. Various committees like Examination, Admission, Purchase, canteen, Vigilance and Discipline committees in the college add to the administrative management of the institution. Apart from this, general body meeting are mandated for pursuance of important meetings, which are also attended by the Chairman of the College Advisory Committee whenever necessary.

For efficient functioning of the college, the teaching as well as the non-teaching staff of the college, are monitored with regard to their respective roles and responsibilities. This is further facilitated by IQAC, where areas requiring attention are highlighted with the aim of improvement through quality-based action.

The heads of various departments ensure that classes are taken regularly, and syllabus/ curriculum is

completed on time. The College also organizes talks, seminars, workshops from time to time. Departmental seminars, activities and field trips, educational tours and exposure trips are also conducted by the respective departments and helps to broaden the knowledge. Added to that, students who require extra attention are also given remedial classes.

In line with this vision and mission, the governance of the institution has a vision to launch Management Information System (MIS). The MIS system will carry forward the works in a digital platform. It will have features of login by both the faculty and students, in addition to the admin to control the access of information at the touch of a button. E-library will also be an important feature of this MIS by integrating the library software which is currently in use. Smart card facility will also be integrated into the system for added security. The College is therefore committed to upgrade and digitalize the college.

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

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

Response:

The institution adopted the participative management system with the Principal as the final authority in internal matters of the college. The Principal along with the faculty members and office staff work in tandem for the implementation of the plans and policy of the college. As IQAC is there in the college, it works closely with the faculty members and plan out the best possible strategies for the college. The Heads of Departments which form the academic council along with the Principal play a vital role in decision making process. The faculty are involved in management of the college through different committees as coordinators, conveners and members of various committees. The feedback received from departmental meetings, general staff meetings, academic council meeting, and various committees meetings, are taken into consideration for policy decisions of the college.

With the objective of operational autonomy to each of the department, the college have allotted separate department rooms and are provided with laptop/desktop/printer for departmental work. Internal work of the departments like internal test / assignments, attendance, activities etc are managed by each of the department itself. Online examination is being fully conducted by the departments. Thus, all the departments are given same amount of autonomy in their day to day functioning but however they are expected to adhere to the guidelines of the university and the college.

The College practises decentralisation and participative management by giving powers and functions to different committees such as

1. Admission Committee
2. Examination Committee
3. Library Committee

4. Vigilance Committee (Anti-Ragging Cell)
5. Womens Cell Committee (Norombi Club)
6. Election Committee for students union election
7. Meghalaya Govt. College Teachers Association (MGCTA) Tura Unit
8. Alumni Association.
9. Grievance Redressal Cell.
10. Counselling Cell
11. IQAC

The committees are vested upon with autonomous responsibility and function being accountable to the head of the Institution.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

In the IQAC meeting held on 27th April 2016, it was decided that all the departments should have departmental meetings regularly, at least once a month for smooth functioning of the Department and to ensure academic quality. Adhering to this, all the Departments regularly conduct meetings and the minutes are recorded and kept for future reference and to ensure transparency. It is in these departmental meeting that important decisions are taken and plans are chalked out for different activities concerning the department. These departmental meetings help in keeping the department together. In the meeting, it usually seek the cooperation of all the members of the concerned department. It is here in these meetings, differences are settled amicably and voices are heard as every member in the department has a say in these meetings and opinions are respected and considered. Allotment of classes, departmental routine and internal tests and assignments are discussed in these meetings. During these meetings, various grievances of the students are also discussed in order to find a solution. The discussions and resolutions taken in the departmental meetings are usually conveyed by the Head of the Department to the Academic Council.

The institution strategic/perspective plan is evident from the role of IQAC in the context of NAAC assessment, also there are policies pertaining to all the science departments, Arts stream, Geography and IT Department in which each department make a perspective plan to be implemented and followed by the teachers and students. The college also follows the policies adopted by the State Government.

File Description	Document
Upload any additional information	View Document

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

Response:

Organizational structure of the institution (Organogram):

Tura Government College was established on 9th September 1958 to meet the aspirations of the youth of the region for attaining higher education. Tura Government College is under the Education Department which is headed by Minister of Education, Government of Meghalaya. The Principal Secretary leads the Department with the Secretary under him and the Director of Higher and Technical Education. Under the Director, we have Additional Director, Joint Director, Deputy Director and the Principal. The Deputy Director and Principal hold the same rank. The Principal is the head of administration of the College assisted by the Vice-Principal, IQAC, Teaching and the non-teaching staff. The students body TGCSU however exists independently for the welfare of the students and are democratically elected by the students themselves. The Deputy Commissioner West Garo Hills functions as the Chairperson of the Advisory Committee. It has a Professor from the affiliating University as its members as well as from the Government departments like the PWD.

Recruitment:

Recruitment of teaching faculty is done by the State recruitment board (MPSC). Recruitment of office staff is done by the District Selection Board.

Promotional policies:

Promotion of teaching faculties is done through seniority basis by the government. UGC rules and regulations are followed for promotion to higher stages.

The Meghalaya Higher & Technical Education Service rules 2012:

All duly appointed employees follow the service rules of the Government of Meghalaya.

Grievance redressal mechanism:

Students' grievances are addressed in the students' grievance cell.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: C. 2 of the above

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

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

Response:

The institution is fully managed by the state government and all the permanent staffs enjoy equal rights as per the state government policies.

- General Provident Fund and Central Contributory fund are available both for teaching and non-teaching staffs. New entrants to state government are availing the New Defined Contributory Pension Scheme from 1st April 2010.
- Gratuity and leave encashment are availed by the teaching faculties and the administrative staffs at the time of superannuation.
- Maternity leave are available for six months are available for both teaching and non teaching staffs of the institution.
- Medical re-imbursement are also available both for teaching and non-teaching staffs as per the financial rule of the state government.
- House building loans are available for all the teaching faculty and staffs as per the bank rules and festival advances are also availed by the 3rd and the 4th grade of the administrative staffs as per the government rules.
- Facilities of temporary withdrawal of General Provident Fund are also available for the faculties and the staffs.
- Leave to teaching and non-teaching are available as per the government rules.
- Few residential quarters are available both for the teaching and non-teaching staffs.
- Study leave for higher studies after putting in 5 years of minimum service by faculty is permitted to pursue Phd, after availing NOC from the Government.

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

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	8

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

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

Response: 1.4

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	7	0

File Description	Document
Upload any additional information	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 11.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	11	4	11

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

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The performance appraisal system for the teaching staff is under the guidelines as per the UGC rules for those drawing UGC scales. All teachers fill up a comprehensive Self Assessment Performa at the time of their promotion which are submitted to the Principal who then forwarded them to concerned higher authorities. State scale drawing faculties are promoted to senior scale after eight years and then to the selection grade lecturer after another eight years as per the state government policy. The multi -faceted activities of a teacher are reflected in a consolidated manner in the form of Annual Confidential Report (ACR) for all the faculties and the office staffs which is required to be submitted to higher authorities.

Administrative staffs are promoted from 4th to 3rd grade departmentally by the Principal of the college according to their experience, subect to approval by Director, Higher and Technical Education.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

As a full fledged Government Institution, internal audits are conducted on regular basis by the Department of Audits under the Government of Meghalaya. The Government appointed Auditor, along with his team conducts and verifies the various documents relating to sanction and utilisation of funds under various schemes. Utilisation certificates for various grants received from State Governments, UGC and others are provided by the office and submitted to the concerned authorities from time to time.

In the year 2016-17, funds sanctioned by the Government under Equity Initiative through RUSA, have been utilised to benefit the college as a whole. The Utilization Certificate of the same has been submitted by the college and audited by the concerned authority of the Government of Meghalaya.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Response:

As the Institution is a fully fledged Government institution, the necessary financial Grants are provided by the State Government, which is looked after by the Head of the institution i.e., the Principal along with the Head of the Office staff for the proper maintenance and utilisation of the funds. Apart from the funds funded by the Government, the institution mobilise funds by taking development fees and miscellaneous fees. The institution also mobilises funds from the fees taken from the students at the time of admission. The fee structure at the time of admission are taken as follows:

1. Admission fees : Rs. 40/-
2. Tuition fees : Rs. 480/-
3. Session fees : Rs 1500/-

File Description	Document
Upload any additional information	View Document

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 the guidelines of the National Assessment and Accreditation Council (NAAC) the Internal Quality Assurance Cell (IQAC) of Tura Government College was constituted on 12th July, 2011. Its members were duly selected for a period of two years. The goal of the IQAC is:

- To develop a quality system for conscious, consistent, and catalytic programmed action to improve the academic and administrative performance of the College and
- To promote measures for institutional functioning towards quality enhancement.

With this goal in mind, the members assess the progress on a regular basis on the various programmes of the departments and other committees.

Two methods as required are as follows:-

MAINTENANCE OF TEACHER'S ATTENDANCE

Tura Government College has been giving importance on the attendance of both the teachers as well as the students. This is done by maintenance of register of attendance in each department.

The importance of maintaining teacher's attendance in our institutions can be mentioned below:

1. It helps us to monitor and to maintain regularity of teachers attending the college.
2. It helps to check that no classes remain unattended because of teacher's absence.

3. It helps the teacher's to maintain punctuality.
4. Maintaining of attendance helps to boost up the teacher for better performance.
5. It allows us to calculate total number of leaves and to track down the teacher's total number of working days and hours with much ease.
6. It also helps the teachers to strengthen teacher's work credibility and work history.
7. Maintaining of attendance helps the institution to enhance quality education as a result of teacher's engagement in their workforce.
8. Maintaining of attendance has helped the institution to improve work culture among the teachers, thus enhancing regular classes, which further increases the performance of the students that helps us to bring good results for the institution.
9. We also see that maintaining attendance encourages teacher's competency, sincerity and transparency which have helped to build up healthy environment in the institution.

Monthly departmental meeting

Team meetings are valuable for keeping team informed of important departmental information. Keeping that in mind, Tura Government College conducts meetings in their own respective department at least once in a while where faculty sit together for discussions, exchange of ideas etc.,. The Head of Department usually conducts meetings highlighting the responsibilities and plans of action that require fulfilment in due course. Topics of discussion usually consists of teaching, student counselling, curriculum execution and future plans of the department including faculty needs and material support.

Copies of the departmental meeting are maintained well and submitted to the IQAC. Monthly departmental meetings help the faculty come together to discuss issues, to improve communication and to promote coordination, for a healthy working environment. This in turn enables cooperation, resulting in fruitful plan of action among the faculty concerning the college. As a result of regular meeting the faculty in the department keeps everybody informed and provides opportunities for performance feedback. This helps promote matters concerning the well being of both students and faculty alike.

File Description	Document
Upload any additional information	View Document

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

Response:

The college constituted the IQAC in the year 2011 with the aim of improving the quality assurance and enhancement in the institution, as well as reviewing different aspects including teaching-learning. It is responsible for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) in the college.

Apart from the coordinator the IQAC also include members who meet regularly to assess the system, thus fulfilling the NAAC guidelines.

For a better teacher-student interaction, the college maintain an Attendance Register for both teachers and students, which are frequently reviewed by the IQAC

Through the IQAC, the college has spearheaded cleanliness campaigns and conducive environment for quality teaching and learning.

Some incremental improvements of IQAC for the preceding five years with regard to quality enhancement can be listed as follows:

- Implementation of CIE sysytem
- Feedback from stakeholders viz, students and teachers
- Mentor-Mentee
- Implementation of ICT
- Implementation of e-governance

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

In order to promote gender equity the college conducted two programmes through RUSA cells, NSS and IQAC.

On 15th November 2018, a popular talk on “The role of Education Sector in removing Gender Inequality” was conducted where the resource person was Smti Charlotte W Momin a retired Additional Director of School Education and former member of Meghalaya State Women Commission. This topic aims in increasing gender sensitivity touching upon pertinent issues such as gender equality. It stress on the role of educator in fostering student knowledge about how gender plays a role in life and how we will be able to change our attitudes, behavior and beliefs that reinforce inequalities between women and men. It also laid importance on how the education system must play a positive role in the empowerment of people and removal of all kinds of biases which are basically man made.

On 13th September 2019 a one day workshop on” Gender Sensitization and Legal Awareness” was conducted. The resource person of this workshop was Smti Gamchi Timre R Marak, the vice chairperson of Meghalaya State Women Commission. The resource person dwelt not only on the important and various aspects of gender issues but also highlighted the role of what the citizen can do to stop various crimes especially on women. Through this workshop the participants are also aware of the different issues involving laws in relation to crimes against women.

Institution shows gender sensitivity in providing facilities such as:

- a) Safety and Security
- b) Counselling
- c) Common Room
- d) Day care center for young children
- e) Any other relevant information

Response: 3 of the above

- The college provides equal opportunities for learning without bias against any gender.
- The security of the students is of utmost importance and appropriate security measures have been taken to ensure the safety of the students within the campus.
- CCTV’s are installed in the hallways and outside the college premises to monitor the movements and activities of the students and others in the campus.

- A Vigilance Committee was also formed with the aim to prevent and protect the students from any ragging incident and during the last five years there has not been any report or complaints from any quarters regarding this.
- Counselling Committee and Grievances Redressal Committee is active which caters to the all-round needs of the students whether educational or relating to their personal problems.

A Women's Wing named "NOROMBI" is also present with the aim of addressing the female members (students, Teaching and non-Teaching staff) on Gender related problems and issues, conducting career guidance programmes and also to help prepare

File Description	Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

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

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Response: 3 of the above

- In order to maintain cleanliness in the College campus, Teachers are given charge for supervising

the overall cleanliness of the college along with sweeper/cleaners/Grade IV staffs.

- Dustbins are kept in every corner (important places) of the college building and around the campus so that litters and waste are not thrown carelessly.
- Dustbins are emptied by sweepers every alternate days to garbage trucks of Tura Municipal Board which in turn, transport it to the permanent dumping site at Rongkhon Songgital, Tura.
- The College does not use hazardous chemicals or material for teaching purposes. The liquid waste from the science labs were carefully washed with water before draining out to the underground disposal pit so that it may not be hazardous to the environment and public health.
- Damage electronic waste is kept in a store room so that some parts which can be reuse, resale, recycle, etc. are in safe custody.

Apart from these practices College does organize "Cleaning Drive" on regular basis with the volunteers from NCC, NSS to keep the campus clean and healthy.

File Description	Document
Geotagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

- 1.Green audit
- 2.Energy audit
- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

Response: D.1 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

- The atmosphere of an inclusive educational system allows everyone to feel that they are respected, heard, safe, and accepted. It is crucial that students should understand communal harmony.

- The College focuses on human values and the right conduct with low and non-violence among the student community as well as the teaching fraternity. We have students from all over the region, be it from proper Tura or from the far flung areas of the district, such as areas bordering Bangladesh and Assam.
- The students are guided and motivated to realize their dreams and be complete and responsible social beings so that they can contribute towards the socio-economic upliftment of the region as well as building the Nation.
- Certain practices has been taken up by the institution to provide access to students from socially-weaker sections of society through reservation, various NSS and NCC Programs, Government scholarships and nominal fee-structure.
- Teaching faculties of the College regularly conducts and participate in Seminar, Workshops, Hands on training, Exposure or Educational tour and other Government duties if need arises.
- Besides academic curriculum students are also encourage to learn about their culture, tradition and heritage by visiting the heritage villages. In regard to this, College has organized workshop on Preservation of Indigenous Culture and Traditions.
- The Principal of Tura Govt. College also looks into day to day academic and administrative affairs.
- Along with other social work (Blood Donations, Tree plantation, Water Conservation, Cleaning Drive, etc.) the National Service Scheme (NSS) unit of Tura Govt. College, Tura conducts the family surveys of the adopted village on various levels like- economic conditions, education levels, nutrition and health, drinking water and sanitary facilities.
- The NSS unit through various programmes, activities and camps conducts society awareness programmes like –AIDS/HIV Awareness, Environment awareness, POCSO, RTI, Mental Health etc. The unit also allows our students to participate in various activities and programmes other than the academic curriculum and thus extends a helping hand to those in need in the society.
- For **solid waste management** College has Sweepers/cleaners who clean the College and the campuses and emptied the dustbins on the garbage collection site. This garbage is then collected by the Tura municipal Board garbage collectors to dump in the permanent dumping ground. Cleaning drive is also done regularly within the College premises and also in and around Tura town since maintaining cleanliness is very important. All the Teaching and non- teaching staffs along with the students participants takes part in this cleaning drive in conformity with the mission “Swatch Bharat”.
- The **liquid waste** from the science labs were carefully washed with water before draining out to the underground disposal pit so that it may not be hazardous to the environment and public health.
- For **E-waste management** College has given special attention such as, damage electronic waste is kept in a store room so that some parts which can be reuse, resale, recycle, etc. are in safe custody.

File Description	Document
Any other relevant information.	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations:

values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Tura Government College has been committed in sensitization of students and employees as constitutional aware citizens towards their fundamental Rights and duties.

- In order to sensitize students, faculties and employees of the Institution to the constitutional obligation, the College regularly undergoes various programmes and activities, thereby focusing inculcating values for being responsible citizens as reflected in the Constitution of India.
- Unfurling National Flag in the campus is done every year by the Principal, TGC, and Tura on 26th January and 15th August.
- NCC wing of Tura Government College, Tura, participate every year on 26th January and 15th August.
- NSS unit organizes cleaning drive not only in the College campus but also in Public places in conformity with the mission “Swachhta Bharat” where the teachers and students take part actively.
- As a part of **Swachhta Phakwada**, of Tura Government College NSS Unit had actively participated by door to door visit encouraging and convincing villagers of the adopted villages of Boldorenggre, Megonggre and Chasinggre on 3th, 5th and 6th August 2019.
- Blood Donation, Charity Work, Counselling Programmes for Juvenile Inmates was organized by the NSS unit, Tura Government College along with the student participants.
- The three Programme Officers of NSS, Tura Government College Unit had organized an **Awareness Programme** For Nokmas (Village Chief) on **Environment Issues** on 7th March 2020. There were 27 Nokmas (Village Chief) along with the villagers who actively took part and are able to encourage preserving the catchment areas and importance to plant more trees to replenish the water requirements for our future generation.
- To observed “Vanamahatshova”, tree plantation programme was organized by the NSS unit, Tura Government College along with the student participants.
- The three Programme Officers along with 5 volunteers of NSS, Tura Government College Unit actively participated in the celebration of **NSS Day 2019** at Multi Convention Hall, NEHU Shillong on 24th September 2019.
- International Yoga Day was observed to celebrate the ancient Indian art of healthy living at Tura Govt. College with student Participants along with the teaching and non teaching staffs.
- Students of Tura Government College, Tura also participated in the Capacity Building of Youth on Leadership and Personality Development through Life Skills Programme at Don Bosco College, Tura from 4th to 8th November 2019 as preparedness for their future life.
- Lecturers from Tura Government College, Tura were appointed as Executive Magistrate/Overall In charge in fighting against **COVID-19 Pandemic** and to take measures accordingly as a responsible citizen of India.
- The NSS, Tura Government College Unit also organized an Awareness Programme on Motor Vehicle Act, 1988 and Road Safety on 29th August 2019 at Tura Government College Auditorium in collaboration with District Transport Office and Tura Traffic Police, Tura.

Tura Govt. College, Tura with teaching faculty and students observed World HIV/AIDS Day on 1st December 2021 in Collaboration with District Legal Services Authority, West Garo Hills Meghalaya highlighting about HIV/AIDS and also about POCSSO, RTI and Mental Health to the students.

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: C. 2 of the above

File Description	Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

Yes

The college takes an active role in inculcating the spirit of nationalism through organizing a flag hosting programme every year on the 26th January ie Republic Day and 15th August ie Independence Day. The head of the Institution along with the teaching and non teaching staff as well as the students take active participation on such national festivals.

- On 2nd October, **Gandhi Jayanti** the institution along with the NSS always conducts Cleaning Drive in the college campus with the teachers as well as non teaching staffs and the students.
- On 5th September to mark the birth anniversary of Dr S Radhakrishnan the Student Union organized the day as Teachers Day every year.
- For promoting good health the institution through NSS organize and celebrate **International Yoga Day** on 21st June 2015 and 2018.
- Students of Tura Government College participated **National Youth Festival** from 8th to 12th January 2015 at Guwahati, Assam.
- Every year the Institution organised a Pre Christmas celebration before the winter vacation.
- Besides the above National festivals, every year. Students of Tura Government College attend the

programme of Death anniversary of Sonaram R Sangma on 27th August at Bakrapur, Assam.

- Tree Plantation Programme was done to observed World Environment Day 2020 in collaboration with the District Social Forestry Department, Government of Meghalaya on 5th June 2020 where 150 volunteers of NSS, Tura Government College Unit actively participated.
- To observe World Environment Day 2020, Tree plantation programme was organized in collaboration with the District Social Forestry Department, Government of Meghalaya on 6th June 2020 at Primary Health Centre, Nengmandalgre.
- **International Biodiversity Day:** It was held at Ampati Facility Centre, Ampati on 22nd May 2015 with 132 numbers of student participants.
- **World Environment Day** was observed at Asanang secondary School on 5th June 2015. World Environment Day was also celebrated on 6th June 2016 by organizing 'Flower Plantation' with 20 numbers of students. The NSS, Tura Government College Unit organized 'World Environment Day' programme on 5th June 2019 at Tura Government College, Tura in collaboration with Criteria VII (NAAC) Committee on the theme "Air Pollution", where students, Volunteers (NSS), Teaching and Non-Teaching faculties actively participated. The three Programme Officers Of NSS, Tura Government College Unit had organized an **Awareness Programme For Nokmas on Environment Issues** on 7th March 2020.
- **World HIV/AIDS Day:** On 1st December 2015 World AIDS Day was observed at Boldorenggre with 38 number of student participants giving awareness on AIDS. Recently Tura Govt. College, Tura with teaching faculty and students observed World HIV/AIDS Day on 1st December 2021 in Collaboration with District Legal Services Authority, West Garo Hills Meghalaya.
- **Swachhta Phakwada** was observed with 125 volunteers of Tura Government College NSS Unit by door to door visit encouraging and convincing villagers of the adopted villages of Boldorenggre, Megonggre and Chasinggre on 3th, 5th and 6th August 2019.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1st Best Practice of the Institution

Title of the practice: "BOOK BANK FACILITY"

Objectives of the practices:

- To bring about equality in higher education.
- To provide service to the needy students to successfully compete their educational pursuit.

- To develop a system capable of sustaining equal educational system amidst students inability to buy or acquire correct textbook.
- To provide students coming from low income background the access to books needed.
- To provide a supportive and stimulating environment for students coming from low income background family.
- To encourage such students to reach their full potential as independent learner and develop a positive attitude to life-long learning.
- To support the prescribed curriculum by providing access to relevant resources for students.

Context :

Books are essential materials for everyone. For a learner books and especially text books are one of the most important sources which guide and help them to organize their learning. Book bank is one facility in Library where it is a collection of books meant to be given to students in order to help them to pursue education in cost effective manner without imposing much of economic burden on family.

Following table shows the Total number of books in the College Library .

Total No. of books	52646
Total No. of journals	1973
Total No. of books in the Book Bank	24680
Total No. of books funded by UGC	4794
Total	84093

According to the table above there are 24680 books in Book Bank and it is about 29% of the total.

Tura Government College the first government college in Meghalaya always cater to the needs of the students. Being a government college many students from different family background seek and got admission in the institution. In order to bring about equality in higher education the institution practice the system known as book bank facility where students coming from low income background family were given books needed for a particular semester as a result instead of buying books the students could borrow it from the library.

The Practice:

- Book bank were given to students belonging to Schedule Tribe, Schedule caste and other backward students of the college residing in Meghalaya and whose parents income is under Rs 10,000 (rupees ten thousand) only per month.
- Every semester the students who are enrolled as members of book bank facility were issued a number of books for each session.
- The librarian is responsible in looking at the issuing and returning of books.
- During session leave the students have to return all the books issued to them.
- Every semester before issuing new batch of books for the present semester the students has to make sure that they have returned all the issued books of the previous semester.
- Students who have come from low income family of the society who have taken this benefit have excelled in their academics.

Evidence of success:

- This book bank facility has become a preminent practice of the college where many students took the privileged to enrolled and be a member.
- Many student could complete their under graduate degree.
- There was no complaint from the students about unable to get books when given any work or test.
- Majority of the students could perform well in both internal and external assessment.
- Students could pursue their education and get the degree.
- Students from low income background do not feel shy or awkward to enroll as members of book bank facility.

Total No of students availing Book Bank Facility in the last three years 2018 – 2021 are shown below:

Total No. of students availing Book Bank	Total No. of students excelled	Division		
		I	II	Simple
240	157	91	81	15

From the table above we can analysed that 65.41% in the end semester examination have excelled in their exam. Thus,Tura Government College, Tura can proudly say that by giving facilities like Book Bank students from weaker sections has been excelling in their studies.

Problems encountered :

- Many students from low income background but belonging to other categories wanted to enroll as members of book bank facility.
- Due to less numbers of books the other students mentioned above could not be enrolled as members of such facility.
- There is no regular fund therefore the number of books under book bank could not be increased.
- Due to less numbers of books the library face a problem of issuing more books to the students

SECOND BEST PRACTICE OF THE INSTITUTION

Title of the Practice:

“Fostering Inclusiveness in Higher Education”

Objectives of the Practice:

- To prepare students with disabilities for the future through education.
- To promote students with necessary educational skills for self sufficiency and interdependence.
- To motivate them to find a place for themselves in the society.
- To nurture sense of belonging.
- To foster among all other students a culture of respect for all.
- To develop positive self-esteem by giving them opportunity to learn together with other students.
- To promote the dogma: “Children who live together, learn to live together”

The Context:

Inclusiveness is unbiased integration of students with disabilities into general academic courses, across all disciplines and departments with non-disabled peers.

Tura Government College, established in 1958, have been diligently carrying out the vision of founding fathers, to fulfil aspirations of local youth who cannot afford to go elsewhere for higher studies. Sense of responsibility towards the society as a whole materialised into coming up of this college, and as such has been catering to all sections of the society, especially the underprivileged, rural, economically backward and first generation learners. The fee structure and Unit cost of education are shown below is affordable to all sections of society.

Fee Structure:

Particulars	Classes								
	VSem Sc	VSem Com.	VSem Arts	IIISem Sc	IIISem Com.	IIISem Arts	ISem Sc	ISem	Com.
Admission fee	40/-	40/-	40/-	40/-	40/-	40/-	40/-	40/-	
Tuition Fee	480/-	480/-	480/-	480/-	480/-	480/-	480/-	480/-	
Session & other fee	1600/-	1600/-	1500/-	1600/-	1600/-	1500/-	1600/-	1600/-	
Total	2120/-	2120/-	2020/-	2120/-	2120/-	2020/-	2120/-	2120/-	

Unit Cost of Education:

Unit Cost of Education	Including Salary Component	Excluding Salary Component
36587.9905	36587.9905	1914.6167

Unit Cost of Education including Salary Component per annum & per month

Per Annum	Rs. 36,588/-
Per Month	Rs. 3049/-

Unit Cost of Education Excluding Salary Component per annum & per month

Per Annum	Rs. 1915/-
Per Month	Rs. 160/-

Over the years, college has served every section of the society at minimal tuition fees and made all out efforts to objectively provide education for all, including Persons with Disabilities. As more and more students with disabilities successfully complete their schooling after Monfort School has been set up by Catholic missionaries, the college has lived up to fulfil their hopes and dreams- the need for inclusive practices within higher education, by not only offering them admission but also supporting them to become successful graduates and responsible citizens of the society.

Though unwritten, the college, as 'always in service to the society', had been nurturing a mission to equip the persons with disabilities to be a part and parcel of the society and be positively motivated responsible citizens.

1. Figure showing Enrolment of Physically Challenged Students:

2017-18	MALE	FEMALE	TOTAL
SEM-I	-	2	2
SEM-III	2	-	2
2018-19			
SEM-III	4	2	6
SEM-V	-	1	1

2019-20			
SEM-I	1	-	1
SEM-III	-	1	1
SEM-V	1	-	1

The Practice:

- 4% reservation in admission for PWDs.
- Physical facilities like ramps, wheelchairs, lift are available in the campus.
- Disabled friendly equipment like Braille Embosser and Lex Instant Reader are available in the institutions.
- College facilitates them to get Scholarship and other incentives from the Government.
- Scribes with remuneration for Visually Impaired students are provided during exams. Fellow students are their amanuenses provide that sense of belonging by helping them to write exams as scribes.
- Hostel facilities: The students are allowed to apply for admission in College Hostel, fellow inmates assist them in going about to their daily routines in hostel.
- The students with disabilities attend normal classes along with the rest of the class.
- The institution ensures that the students are free to participate in various academic activities.
- Special care and effort are taken care of by the teaching faculty by giving preferences to their individual needs and conveniences.

Evidence of Success:

- Faculty members and students of the college have taken interest by giving special attention and care to the disabled students.
- Many disabled students have passed out from the college and some of them have even completed their master degrees and are self reliant.
- By completing their education from the college, it has provided opportunities to the students to take part in the life of the community on an equal level with others.
- The College is serving the purpose of fundamental rights by providing equal opportunity to the citizens of India.
- Inculcating other students by instilling in their minds, a sense of appreciation the 'Differences' thus maintaining the human dignity of all and placing each one at an equal position in the institution and community as a whole.
- With positive attitudes towards the disabled students by the institution, the teaching faculty and the students have helped them to build their self esteem and thus promote their confidence and personality. Their being 'Different' is accepted, respected and valued.
- The society appreciated the institution for giving a special place to the disabled students which otherwise they would have been deprived of further education after schooling.

Problems encountered and resources required:

- Medical facilities and special doctors required for time to time check up.
- Special programmes and vocational programmes to be organised in future for the disabled students.
- Separate rest room.

File Description	Document
Any other relevant information	View Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

ENHANCING LEADERSHIP QUALITY

The college over the last 60 years of its existence has been the light house of the people of Garo Hills spreading the light of knowledge to all sections of society keeping in view the vision and mission of the college imbibing in them to build the character, enhancing leadership quality and to instil in the students the values of education. Being the first college in the region, it has produced many eminent and successful leaders who are serving the community and the country as a whole.

Figure Showing Pass Percentage for the year 2019-20 & 2020-21

Years	Appeared	Passed	Percentage of Pass
2019-20	880	774	94.26%
2020-21	976	961	99.01%

Tura Government College has always been well known as the training ground for future leaders because of all the opportunities provided to them like the student's governance, NCC and NSS wings. The student's governance like Tura Government College student's Union (TGCSU), NCC and NSS wings contribute a lot to the welfare of the college by carrying out different activities like organising of different functions of the college, college week, carrying out co-curricular activities of the college. Besides the college activities, they also carry out different social activities like cleaning drive, environmental awareness, blood donation, extension services etc. By giving the students an opportunity to manage different activities on their own but under the guidance of the teachers, they learned to be independent, responsible, instilling in them the quality of the leaders which as a reason has helped them to build their personality and a capable future citizens. We have at present 30 politicians, 15 administrators and many engineers, doctors, teachers and many other officers who were the product of this college and are serving the society in their different capacities. The College is also proud to have 15 Faculty members who are the product of this college. The college being the government college has given an opportunity to weaker sections of society with low income group to take admission, thus facilitating them the right to education. Free scholarship is being awarded to the students of minority group, thereby uplifting the people of the region and society as whole.

The college in order to fulfil its vision takes active measures by displaying the objectives and programmes of vision and mission at every entrance of the college buildings. The management implements all the decision taken in the IQAC meeting with stake holders for the enhancement of quality assurance and sustenance in all areas of academic performance of this institution. Regular meeting was held in all the

departments among the faculty members in order to discuss the academic, administrative plan and policy and implementation. Mentor Mentee practices have always been a part of teacher's role in maintaining a cordial relationship with the students. Several seminars were organised like soft skill development, personality development, value education, career guidance and counselling to equip in the students the knowledge, skills and attitudes enhancing their creative ability and to prepare them in their future endeavour to become a responsible, effective and productive member of the society. The management inspires all the Heads of Department, teaching faculty and the students for the fulfilment of the stated vision and mission. The students therefore not only confined in the four walls of classroom but it is ensured that they have an all-round personality and skills to make them able to face the world.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Tura Government College being located in a tribal state like Meghalaya, the college caters to the tribal students of the area such as Boro, Hajong, Koch and Rabha besides Garo, Khasi and Jaintia which are the dominant tribes in the state. Students primarily come from the 5 (five) Garo Hills Districts of Meghalaya. Although there are also students from the other districts and the North Eastern States of India. The Teachers are appointed by the Government representing the tribe Garo, Khasi, Jaintia and the mainland community Bengali and Assamese. Hence the college is cosmopolitan in nature. The college also becomes inclusive by admitting students from the Divyangjan community. With the establishment of the college in 1958 it has become a premier institution in North East India.

Concluding Remarks :

Tura Government College from its inception has taken a long journey of 60 years or more in contributing higher education in the Garo Hills region of Meghalaya and North East India in general. The college has grown through many challenges in the past but it is still an educational milestone for the generation to come as a centre of learning in the hills region of Garo Hills. After provincilisation the college stand as a witness in upbringing generation of students to what is visible now. The college continue to serve the society by providing an oppurtunity in higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <p>1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University</p> <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 3 Answer after DVV Verification: 17</p> <p>Remark : as per the given documents list of courses</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>2</td><td>0</td><td>0</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>2</td><td>0</td><td>0</td><td>1</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	2	0	0	1	2020-21	2019-20	2018-19	2017-18	2016-17	0	2	0	0	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	2	0	0	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	2	0	0	1																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>49</td><td>0</td><td>0</td><td>150</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	49	0	0	150										
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	49	0	0	150																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	49	0	0	150

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	8	4	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	8	4	2

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

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

Answer before DVV Verification : 296

Answer after DVV Verification: 296

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : C. Any 2 of the above

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

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

Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**

3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Answer before DVV Verification : C. Feedback collected and analysed

Answer After DVV Verification: D. Feedback collected

2.1.1 Average Enrolment percentage (Average of last five years)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3162	3882	4064	3625	3882

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
770	1579	1663	1663	1659

2.1.1.2. Number of sanctioned seats year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4860	4860	4860	4860	4860

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1620	1620	1620	1620	1620

Remark : as per hei

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3500	3805	3998	3562	3853

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
770	1268	1332	1187	1284

Remark : as per hei

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 79

Answer after DVV Verification: 79

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

2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	10	5	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	12	10	5	5

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 1044

Answer after DVV Verification: 1044

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
961	774	290	246	479

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
961	774	290	246	479

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
976	880	898	578	2029

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
976	880	898	578	2029

3.1.2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

3.1.2.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	17	17	17	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

3.1.3

Number of Seminars/conferences/workshops conducted by the institution during the last five years

3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	7	0	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	7	0	2

3.2.1	<p>Number of papers published per teacher in the Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	3	0	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	3	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
3	0	0	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
3	0	0	0	0																	
3.2.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.2.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>6</td><td>1</td><td>3</td><td>7</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>6</td><td>1</td><td>3</td><td>7</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	6	1	3	7	2020-21	2019-20	2018-19	2017-18	2016-17	0	6	1	3	7
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	6	1	3	7																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	6	1	3	7																	
3.3.2	<p>Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years</p> <p>3.3.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>3</td><td>2</td><td>1</td><td>3</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>3</td><td>2</td><td>1</td><td>3</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	3	2	1	3	2020-21	2019-20	2018-19	2017-18	2016-17	0	3	2	1	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	3	2	1	3																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	3	2	1	3																	

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	14	5	7	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	14	5	7	11

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
591	1819	78	931	358

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
591	1819	78	931	358

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	1	0

3.4.2	<p>Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>1</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	1	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	1																	
4.1.3	<p>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities</p> <p>Answer before DVV Verification : 7</p> <p>Answer after DVV Verification: 7</p>																				
4.1.4	<p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3.88777</td><td>.98097</td><td>55.98468</td><td>27.35060</td><td>31.04893</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3.88777</td><td>0.98097</td><td>55.98468</td><td>27.35060</td><td>31.04893</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	3.88777	.98097	55.98468	27.35060	31.04893	2020-21	2019-20	2018-19	2017-18	2016-17	3.88777	0.98097	55.98468	27.35060	31.04893
2020-21	2019-20	2018-19	2017-18	2016-17																	
3.88777	.98097	55.98468	27.35060	31.04893																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
3.88777	0.98097	55.98468	27.35060	31.04893																	
4.2.2	<p>The institution has subscription for the following e-resources</p> <p>1. e-journals</p> <p>2. e-ShodhSindhu</p> <p>3. Shodhganga Membership</p> <p>4. e-books</p> <p>5. Databases</p> <p>6. Remote access to e-resources</p>																				

Answer before DVV Verification : C. Any 2 of the above
 Answer After DVV Verification: A. Any 4 or more of the above
 Remark : HEI is having N-list subscription

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3.53	0.63	10.09	3.6	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.53	0.63	10.09	3.6	0

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

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

Answer before DVV Verification : 3

Answer after DVV Verification: 3

4.3.3 Bandwidth of internet connection in the Institution

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: A. 750 MBPS

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
64.42795	26.30614	163.41108	109.14824	147.19520

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
64.42795	26.30614	163.4110	109.1482	147.1952

5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>374</td><td>77</td><td>141</td><td>109</td><td>30</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>374</td><td>77</td><td>141</td><td>109</td><td>30</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	374	77	141	109	30	2020-21	2019-20	2018-19	2017-18	2016-17	374	77	141	109	30
2020-21	2019-20	2018-19	2017-18	2016-17																	
374	77	141	109	30																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
374	77	141	109	30																	
5.1.3	<p>Capacity building and skills enhancement initiatives taken by the institution include the following</p> <p>1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills</p> <p>Answer before DVV Verification : D. 1 of the above Answer After DVV Verification: D. 1 of the above</p>																				
5.1.5	<p>The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <p>1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>16</td><td>9</td><td>0</td><td>6</td><td>4</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	16	9	0	6	4										
2020-21	2019-20	2018-19	2017-18	2016-17																	
16	9	0	6	4																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	9	0	6	4

5.2.2 Average percentage of students progressing to higher education during the last five years

5.2.2.1. Number of outgoing student progressing to higher education.

Answer before DVV Verification : 186

Answer after DVV Verification: 186

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	1

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	1

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

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities

at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	2	1	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	2	1	2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	34	34	34

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	34	34	34

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	8

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	7	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	7	0

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	11	4	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	11	4	11

6.5.3 Quality assurance initiatives of the institution include:

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

	<p>Certification, NBA)</p> <p>Answer before DVV Verification : D. 1 of the above Answer After DVV Verification: D. 1 of the above</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: D.1 of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : D.1 of the above Answer After DVV Verification: D.1 of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p>

	<ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Number of courses offered by the Institution across all programs during the last five years				
Answer before DVV Verification:					
2020-21	2019-20	2018-19	2017-18	2016-17	
17	17	17	17	17	
Answer After DVV Verification:					
2020-21	2019-20	2018-19	2017-18	2016-17	
510	510	510	510	510	
1.2	Number of programs offered year-wise for last five years				
Answer before DVV Verification:					
2020-21	2019-20	2018-19	2017-18	2016-17	
3	3	3	3	3	
Answer After DVV Verification:					
2020-21	2019-20	2018-19	2017-18	2016-17	
17	17	17	17	17	
2.1	Number of students year-wise during last five years				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3162	3882	4064	3625	3882

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3162	3882	4064	3625	3882

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4374	4374	4374	4374	4374

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1458	1458	1458	1458	1458

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
976	880	898	578	2029

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
976	880	898	578	2029

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
79	78	81	73	80

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
79	78	81	73	80

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
86	86	86	86	86

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
86	86	86	86	86

4.1 Total number of classrooms and seminar halls

Answer before DVV Verification : 25

Answer after DVV Verification : 25

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60.54018	25.325170	107.42640	81.79764	116.14627

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60.54018	25.32517	107.4264	81.79764	116.1462

4.3 Number of Computers

Answer before DVV Verification : 91

Answer after DVV Verification : 91

4.4 Total number of computers in the campus for academic purpose

Answer before DVV Verification : 33

Answer after DVV Verification : 33