



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
TURA GOVERNMENT COLLEGE**

**TURA
Meghalaya
794001**

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

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	TURA GOVERNMENT COLLEGE TURA Meghalaya 794001	
2.Year of Establishment	1958	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	16	
Programmes/Course offered:	17	
Permanent Faculty Members:	79	
Permanent Support Staff:	53	
Students:	3162	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. caters to the higher education needs of tribal students 2. inclusiveness for differently abled students 3. Book bank facility for underprivileged students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 21-06-2022 To : 22-06-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DHARMARAJAN P K	FormerVice Chancellor,SREE SANKARACHARYA UNIVERSITY OF SANSKRIT
Member Co-ordinator:	DR. PRAVIN KAR	Professor,Veer Surendra sai University of Technology
Member:	DR. RADHIKA NAYAK	FormerPrincipal,DCTS S S DEMPO COLLEGE OF COMMERCE ECONOMICS
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

Section II: CRITERION WISE ANALYSIS

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Tura Government College located in Tura, West Garo Hills, Meghalaya was established in 1958. It is affiliated to North Eastern Hill University (NEHU) Shillong, Meghalaya and follows the curriculum as prescribed by the University.

The college offers 16 undergraduate programs in 3 streams, namely Arts, Science and Commerce. It also offers as separate course in Computer Applications.

The college is the only government institution in the district and attracts students from surrounding areas. The Institution caters to students of different socio-economic stratas.

The affiliating University revises the syllabus from time to time. The institution follows the academic calendar as prescribed by the University. The college ensures effective implementation and timely delivery of the curriculum prescribed by NEHU in a planned and systematic manner. The college follows the semester pattern which was introduced by the affiliating University in 2015-16 in place of the Annual System. The syllabus of each of the subjects offered by the college is uploaded on the college website at the beginning of each semester along with the allotment of the subjects to the teachers. Department time - tables and lesson plans are also made available on the website for the benefit of the students.

Departmental meetings are conducted regularly to ensure effective transaction and implementation of the curriculum. 17 teachers of the college are members of Boards of Undergraduate Studies in NEHU enabling them to give feedback regarding curriculum and the changes that need to be introduced for effective learning.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The College serves the population in and around Tura and surrounding areas and strives to provide admissions to all who apply, irrespective of merit, caste, gender or reservations, according to the norms and guidelines of the government.

The college provides for an orientation to the students for their induction into the higher education system and gauges the level of knowledge and competence of the students at the time of admission on the basis of their performance at the HSSLC examination.

Advanced and slow learners are identified and are treated accordingly. Slow learners are taught to overcome their weakness by giving them extra attention, encouragement and opportunities. Advanced learners are challenged to improve their performance while they are motivated to participate in a variety of co-curricular activities in addition to academics.

ICT enabled teaching-learning methods are used in the science departments while others follow the chalk-and-talk methods. Active learning, experiential learning, participative learning and problem-solving methodologies are used to make learning student centric. Availability of syllabus and teaching plans on the college website before commencement of the semester further assists the students to enhance their performance. The college has 86 sanctioned positions out of which 79 are filled. In addition, 38 teachers are appointed by the management to ensure effective transaction of the curriculum. 13 faculty members have acquired doctoral degrees. A few teachers have exemplary publications to their credit.

As an affiliated institution of NEHU, the college follows the evaluation mode as prescribed by the University to assess the academic performance of the students on continuous basis.

Three internal exams are conducted for continuous assessment and the best performance out of the 3 exams is considered. Internal assessment was introduced along with the semester system and is accorded 25 % of the marks. The dates and schedules of exams are notified well in time. Marks are displayed on notice boards and uploaded on the website to ensure transparency.

Evaluated assignments and answer scripts are also shown to the students for greater transparency and accountability.

Grievance redressal mechanisms are available as per NEHU rules for both internal tests and semester end examinations providing time-bound, transparent and effective redressal of grievances.

Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) are defined by the institution however attainment of POs, COs and PSOs are yet to become an integral part of the teaching-learning process adopted by the institution.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	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.
3.4	Collaboration

Qualitative analysis of Criterion 3	
<p>Research culture is yet to take root in the institution. A few paper publications by some faculty with Ph.D degrees and book publication by 2 faculty members of MIL departments of Bengali and Assamese are noteworthy.</p> <p>The institution has yet to evolve a research policy to support faculty members and develop a research culture.</p> <p>Innovation activities are also yet to be taken up by the institution. Extension activities are notable. The government college, being the oldest and the largest college in the entire Garo Hills, has earned a reputation for community service rendered by it through the several platforms of NSS, NCC and Women's Cell name as the "Norombi" group.</p> <p>The NSS unit of the college has 800 volunteers enrolled in it and they have conducted 37 major activities/programs in the assessment period such as 'Swachhta Pakhwada', disaster management, creating awareness against open defecation, substance abuse etc. and other regular activities such as blood donation, cleanliness drives etc., particularly in the 2 adopted villages.</p> <p>Both the NSS AND NCC units have won awards and recognitions for their valuable contributions.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The college is spread over an area of 17.785 acres and has built up area of 5097.534 sq. metres consisting of 7 separate blocks with 25 classrooms. 14 laboratories, 2 dark rooms and 2 hostels.

The college has an Auditorium which can seat 450 persons besides a Conference Hall with seating capacity of 30 persons. The classrooms have adequate furniture and are well lit and airy. The laboratories need to be upgraded. Equipment and instrumentation needs to be replaced.

The college has 39 computers for students use and 6 LCDs installed in the classrooms.

Inclusive education for differently abled students is in place with facilities like Braille, lex instant reader and braille embosser machine.

The library has a collection of 52646 books and 52 e-books. 25609 books are available in the Book Bank. The library is automated using Library Management systems. The library subscribes to N-List through which access is available to INFLIB-NET. The library provides copier facility for students and teachers. It has a reading room which is spacious and well- ventilated.

College has football ground of 12000 sq m area which is also used for conduct of track and field events. A Basketball court is also available at the college.

Cultural activities are also encouraged. The college possesses 12 Wangala drums along with the full traditional costume sets. Traditional and western musical instruments are also available.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	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)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

Approximately 730 students have received scholarships provided by the government. The institution conducts add on courses to help the students to develop their skills. Career guidance is provided to the students to help them to choose suitable careers. A strong mentor-mentee program exists with faculty members providing guidance and advice to the students on academic and personal issues. Approximately 19 percent of the students progress to pursue post-graduate education.

The college has a students' council which is elected as per Lyngdoh committee recommendations. The student council plays an important role in the all-round development and welfare of the students. Students are also given representation in administrative committees that concern their activities.

The college has constituted and meticulously adhere to all the rules and regulations of statutory committees such as Anti-Ragging committee and Prevention of Sexual Harassment committee. The college provides timely redressal of student grievances.

Students take active part in sports and cultural events and competitions and perform meritoriously.

The college has a duly registered Alumni Association which has made a small monetary contribution to the institution. The association also contributes in non-monetary ways by conducting competitions and advising college authorities on issues pertaining to students.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	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)

Qualitative analysis of Criterion 6

The Tura Government College is run by the Government of Meghalaya and follows the rules and regulations of the government.

The college occupies a unique position in the history of education in Meghalaya as it was the only institution providing higher education for many years. The college caters mostly to the needs of underprivileged students.

Plans and policies of the college are implemented by the Principal with support of teaching and administrative staff of the institution within the framework of government rules and regulations. The college adopts a participative management system with the Principal as the final authority in the internal matters of the college. The Principal delegates and provides operational/functional autonomy to Heads of the departments and to the Heads of various committees for smooth functioning of academic and co-curricular activities of the college.

The Heads are therefore vested with both responsibility and accountability for duties entrusted to them.

The college has a functional IQAC which has contributed significantly in creating awareness about quality management and enhancement in the institution.

The principal prepares the Annual Confidential Report of the teaching and non-teaching staff and submit to the Director,higher & Technical Education,Government of Meghalaya..

As a government college, internal audits are conducted by the department of Audits, Government of Meghalaya. The state government also provides necessary financial grants.

NAAC

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The founding philosophy of the Tura Government College of reaching out to underprivileged and to provide them with facilities of higher education closer to their homes is reflective of values that institution seeks to inculcate amongst the students, faculty and staff.

The development of the campus also reflects its concern for environment. The safety and security of the campus is ensured through effective security services.

The gender parity is reflected in the student profile and safety and security of women is also effectively cared for through installation of CCTVs.

Mentoring and counselling system for the students assists student progression. Gender sensitisation programs are administered through academic programs and activities of the Women's Cell- Norombi group which has created a high level of overall awareness.

Efforts are made for Divyangjana, particularly the visually and hearing impaired by purchase of LEX reader and Braille printer.

The college has installed wind turbines and solar panels for energy conservation and for provision of alternate

sources of energy. The institution has implemented solid waste, liquid waste and e-waste management strategies.

The college celebrates with pride days of national importance to install a spirit of patriotism in the students.

The Peer team has noted the 2 Best Practices of the institution namely:

1. The Book Bank facility, so as to provide equal learning opportunities to the underprivileged students.
2. Fostering inclusiveness in higher education: By ensuring an unbiased integration of students with disabilities into general academic courses across all streams.

The college also claims distinctiveness in enhancing leadership qualities through opportunities it provides to the students through platforms such as the students through platforms such as the Students' Union, NSS and NCC.

Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

Strength:

It is the only government college in the district with ample area located in the heart of the town.

Large number of students are first generation learners belonging to tribal areas such as Garo, Khasi, Jaintia, Boro, Hajong, Koch and Rabha. The Institution caters to students of different socio-economic status.

Good academic performance of the students in recent years..

A book bank facility is in place for the students.

Inclusive education facilities for differently able students is in place.

Women cell by the name "Norombi" is in place to address women grievances.

Students receive scholarship from Government.

RUSA schemes have been effectively implemented

Weaknesses:

The students-teacher ratio is very high.

The introduction of choice-based credit system (CBCS) and the outcome based learning system needs more attention

Since most of the students are coming from the under developed rural and tribal communities there exists communication problem.

Infrastructure needs upgradation

Insufficient of ICT enabled class rooms.

Less number of faculty members have Ph.D degree

Research activities are negligible with less no. of publications.

Opportunities:

The college can introduce job oriented and skill development Add-on courses to promote self-employment.

The college has ample scope to develop well equipped sports infrastructure.

Introduction of post graduate programmes

Challenges:

Sustaining quality in higher education in spite of large number of first-generation learners from tribal areas

Improving communication skills of students, especially among rural students.

Meeting the timeline for implementation of National Education Policy 2020.

Raising the tribal socio economically under privileged first generation learners to the level of the mainstream.

Insufficient intake capacity considering the number of students seeking admission to the college.

Creating a more students friendly campus by providing facilities such as gymkhana, indoor stadium, bank, post office etc.

Section IV: Recommendations for Quality Enhancement of the Institution

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

- Upgradation of physical infrastructure, laboratory equipment, classroom furniture and tools for ICT enabled learning
- Strengthening of learning resources in the library and provision of additional sitting and browsing facilities
- Additional computers to be provided to the students. Computer lab facilities need to be enhanced
- Language lab to be set up to improve communication skill of the students
- Braille books to be added to the library for the benefit of visually challenged students
- Hostel facilities for the students to be increased to cater the needs of rural and underprivileged students
- More residential facilities to be provided to faculty and other staff members
- Sanction posts for teaching and non teaching staff to be increased.
- Skill development center to be set up to built capacity for self employment and entrepreneurial activities.
- Introduction of new subjects in the curriculum to provide more choice for students such as management, microbiology.

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

Signature of the Head of the Institution

Seal of the Institution

NAAC

Sl.No	Name		Signature with date
1	DR. DHARMARAJAN P K	Chairperson	
2	DR. PRAVIN KAR	Member Co-ordinator	
3	DR. RADHIKA NAYAK	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place

Date

NAAC