



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**ISWAR CHANDRA VIDYASAGAR COLLEGE**

VILL-SOUTH MIRZAPUR P.O.-SARASIMA SOUTH TRIPURA  
799155

[www.icvcollege.edu.in](http://www.icvcollege.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

*Iswar Chandra Vidyasagar College* (erstwhile *Belonia College*), **Belonia, South Tripura**, is one of the oldest General Degree Colleges of the State that started its journey on 22nd May 1964 as a Private College affiliated to Calcutta University. It became a Govt. Sponsored College in October 1973 and finally was taken over by Tripura Govt. on 1st January 1982. Its affiliation was transferred from Calcutta University to the newly formed Tripura University in 1987. The College has consistently maintained its position among the top two or three General Degree Colleges of the State in terms of diversity of courses offered, student intake capacity, availability of infrastructures, faculty strength, cultural activities, games, sports, etc.

The College is situated in a semi-rural setting with a campus area of 33.8 acres. It is the only College in the Belonia Sub-Division of South Tripura District in close proximity to the Indo-Bangladesh border. The campus is about three (3) km distance from the heart of the town and about one and a half (1.5) km away from Belonia Railway station. The College can boast of its serene 'green campus,' which is far away from the hustle and bustle of the town, providing a calm and quiet environment for the dedicated pursuit of academic excellence. Presently the campus includes a Bio-Science building (APC Ray Bhaban), Science building, Administrative block, Academic building, Library building, Boys' Common room, Girls' Common room, Boys' hostel, Girls' hostel building (yet not started), Playground, Gymnasium, and a Canteen.

The College was set up with the goal and objectives of providing higher education facilities to the poor rural students of the region. In its journey of more than five decades, the College has successfully produced graduates who are serving the State and the nation in various fields. The College has always held high the mixed cultural heritage of the State and given utmost importance to teach high moral values in the young minds.

### **Vision**

- Iswar Chandra Vidyasagar College aspires to be an Institution of academic excellence transforming lives through education with a commitment to selfless service to society and nation.

### **Mission**

- To pursue and bring the economically backward rural masses into the mainstream of society.
- To develop rural students to face future challenges and make them responsible citizens of India.
- To inculcate scientific attitude and moral values in the young minds.

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

### **Institutional Strength**

1. The large green campus of 33.8 acres, away from the city life's noise, provides a calm and quiet environment for academic pursuit.
2. The College has a glorious history of more than decades that has produced graduates who are successfully serving the State and the nation.
3. Many alumni have served the College as teaching and non-teaching staff.
4. A large number of student intake over the years.
5. Consistent good results in the University examinations.
6. Good participation in Cultural activities and games, and sports.
7. Highly qualified, efficient, and dedicated faculty members.
8. Thirteen of the teaching Staff have a Doctoral degree (Ph. D).
9. Eighteen of the teaching Staff have CSIR / UGC NET and/or SET qualifications.
10. Twenty-one teachers with M. Phil. degree.
11. We have dedicated non-teaching staff.
12. Spacious classrooms and laboratories.
13. Good instrumentation facility in the laboratories.
14. Library with a large number of books and *e-granthalaya* facility.
15. INFLIBNET facility for teachers.
16. Active NSS and NCC units.
17. Able, dynamic, and inspiring leadership of the Principal-in-charge.
18. Extended cooperation by Student's Union, Alumni Association, and parents/guardians of the locality.

### **Institutional Weakness**

1. Shortage of teachers in almost all of the departments.
2. Lack of non-teaching staff such as Laboratory technicians, Laboratory assistants, Sorter, Accountant, and U.D. clerk.
3. Being a non-autonomous as well as a Govt. College, the institute does not have the liberty to introduce new courses or bring necessary changes in the course content.

### **Institutional Opportunity**

1. Belonia is the district headquarter of South Tripura district, and the town has recently been included in the country's railway network. These factors are likely to impact the overall growth of the College positively.
2. There is ample scope of improvement in the research activity whenever sufficient fund is available for this purpose.
3. The College possesses sufficient infrastructure to introduce new subjects, including career-oriented vocational courses.
4. The college ground may be converted into a mini-stadium to increase games and sports facilities.

### **Institutional Challenge**

1. Dealing with a heterogeneous population of students from diverse socio-economic backgrounds and

with diverse learning abilities.

2. Negative perception and prejudice about the quality of education provided in the Government Degree Colleges.
3. Poor economic background of the students coming from remote rural areas.
4. Lack of awareness among the parents / guardians about the performance of their wards in the College.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

- Iswar Chandra Vidyasagar College (ICVC) offers a **three-year degree programme** (General and Honours) in semester system (six semesters) under the faculties of Science, Arts, and Commerce.
- ICVC is a constituent college of Tripura University and follows a predetermined syllabus of the affiliating University. Presently the College offers **nineteen (19)** subjects with **Honours in sixteen (16)** of them. Also, there is a certificate course in Kakbarak.
- The College has a **Distance Education Study Centre** and a **study center of IGNOU**.
- Academic processes in ICVC are streamlined under the 'Academic Committee' supervision. The academic calendar is prepared at the beginning of every academic session. Departmental faculty members distribute among themselves the various topics included in the syllabus.
- Beside academics, teachers of ICVC also take part in different administrative activities, as desired by the college authority.
- Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes such as orientation and refresher courses.
- Teachers also participate in question preparation and central evaluation processes of the affiliating University.
- At ICVC, education is dialogic, and it is the feedback system that gives it this transparency and accountability. Feedback is taken on forms from the outgoing students; the data is compiled, analyzed, and shared with each Department and concerned individuals for prompt action.

### Teaching-learning and Evaluation

- Right from admission, the College follows a well-administered and transparent procedure.
- From the academic session, 2020-21 onwards students are being admitted to the College through the online portal under the direct supervision of DHE, Govt. of Tripura.
- There is an 'admission committee' at the college level to deal with the admission process.
- The College admits students purely based on merit (performance at higher secondary level) and strictly follows the Government's reservation policy. The DHE and the affiliating University determine eligibility criteria for applying in different courses. There is seat restriction for Honours courses in all the subjects and general courses under B.Sc. and B. Com. Programme.
- The College supplements the lecture method of teaching with field trips (in departments where field trip is a part of the syllabus), ICT-enabled teaching, etc. Various departments provide the students with online and offline study materials. College Library makes available text and reference books to the students.
- Regular examinations are the way of judging students' knowledge and skills for a particular programme. CGPA pattern the assessment system consists of End of Semester Examination (ESE) and Continuous Assessment (C.A.) through internal/sessional examinations. Examination of each paper of 100 marks

comprises an internal assessment of 20 marks and an end-semester examination of 80 marks.

- Students are required to do 'project work' during the final semester and submit the report/dissertation that the College assesses.

## **Research, Innovations and Extension**

### **• Research and Innovations**

- Research activities and publication of research work by the faculty members indicate the academic dynamicity of an institution. Faculty members of ICVC are engaged in such activities.
- Total Grants received from Government and non-governmental agencies for research projects/endowments in the Institution during the last five years is Rs. 7.02 Lakhs.
- The number of departments having Research projects funded by Government and non-government agencies during the last five years is three (03).
- The total number of research papers published in the Journals notified on the UGC website during the last five years is 17.
- The total number of books and chapters in edited volumes/books published and papers in national/international conference proceedings during the last five years is 14.
- Seminars and conferences organized by an institution allow its students and faculty members to get acquainted with a larger sphere of knowledge through exchanging ideas. ICVC, within its limitation, readily cherishes the organization of such kinds of activities. The College has conducted five (05) Seminars/conferences/workshops in total during the last five years is five (05).

### **• Extension activities**

- The NSS Unit of Iswar Chandra Vidyasagar College has been functioning since 1980. This voluntary national service unit was approved by the State NSS Cell, Ministry of Youth Affairs & Sports, Govt. of Tripura.
- The NCC unit of the College has an approved enrolment capacity of 100 cadets in each academic session.
- NSS unit and NCC wing of the College regularly participate in different extension activities for fulfilling the demand of social responsibilities. NSS unit regularly organizes 'Voluntary Blood Donation Camp,' 'Health Camp,' 'Plantation Programme,' 'Swachh Bharat Abhiyan,' and 'Social Awareness Programme.'
- During Covid 19 pandemic, the NSS unit distributed free face masks among the students and local shop keepers.
- The NCC wing is no exception and is a regular participant in such activities.
- Amongst the regular activities, they take part in Republic Day and Independence Day celebrations conducted by the district administration every year. Celebration of 'International Yoga Day is a regular activity of the NCC wing.
- The NCC cadets also regularly participate in various state/national level camps.
- The total number of extension and outreach programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS and NCC during the period from 2016-17 to 2019-20 is 26.
- The total number of Students participating in extension activities conducted through NSS/ NCC during the last five years is 805.

• **Awards and recognitions:**

- The NCC and NSS arms have been instrumental in adding several feathers to the crown of the College.
- The total number of awards and recognition received for extension activities from Government/ government recognized bodies from the year 2016-17 up to 2019-20 is eleven (11), including the '*Memento for the contribution in society for Voluntary Blood Donation*' and the '*Memento for the great contribution in society to promoting Environment Awareness in Tripura*' by NSS (2016-17).

**Infrastructure and Learning Resources**

- Iswar Chandra Vidyasagar College is blessed by a lush green campus of around 34.64 acres. The teaching-learning process of the College is mainly spread over three buildings, namely the Academic building, Physical science building, and Life science building (APC Bhavan). All these buildings have spacious classrooms with adequate seating arrangements.
- Science departments have separate laboratories in addition to the normal classrooms.
- There is a common instrumentation center in the Life science building (APC Bhavan). The infrastructure facility of the College is upgraded from time to time using the fund allocated by the state government as well as the central government agencies.
- The College previously had two computer laboratories with around 34 working computers. A separate computer laboratory named RUSA laboratory has been set up with 30 new computers on the session 2015-16.
- Seventeen laptops and seven projectors were purchased during the session 2017-18 and distributed to various departments for academic needs, including ICT-based teaching.
- A computer is provided to every official section of the College, namely the academic section, establishment section, stipend, cash section, and account section.
- As the library is fully automated, computers are used daily library activity and in the reading room.
- The College uses an optical fiber connection under the NMIECT scheme, which is around 20-35 MBPS.
- Besides the wired connectivity, wireless internet connectivity from the same connection is also facilitated by using Wi-Fi modem and Wi-Fi switches which can be accessed only in the physical science building.
- The College has a well-furnished library housed in a two-storied building covering an area of 25,000 sq. ft.
- At present, The Central Library has 43391 volumes of books on record in various subjects, 320 nos. Journals in different 35 titles.
- The College uses library automation software E-Granthalaya online cloud version – 4 for automation of library services.
- Two separate rooms are allocated for the students and the faculties for reading purpose. The library building is well connected with the internet facility.
- The College can boast of its sports and fitness infrastructure. The notable outdoor sporting facilities include a football field, volleyball court, badminton court, cricket pitch, and Kho-Kho and Kabaddi courts.
- Indoor facilities include Multi-purpose Gymnasium, weight training hall, Yoga hall, table tennis board, carom board, etc.

## Student Support and Progression

- The scholarships provided by the Government financially benefit students of ICVC. The average number of students benefited by scholarships and freeships provided by the Government during the last five years is 1693.
- ICVC has initiated a number of capacity enhancement and development schemes for the benefit of the students. These include 'Yoga Club' and 'Language and Communication skill' for Bengali and English literature students during the year 2016.
- The institution possesses a Career Counseling Cell for guiding competitive examinations. Some departments also provide coaching for the 'P.G. Entrance Test.' The average number of students who benefitted by guidance for competitive examinations and career counseling offered by the institution during the last five years is 101.
- Some of the students of this institution have been pursuing post-graduation or other higher levels of education from various universities & institutions. In 2017-18, the highest number of students had been qualified in competitive exams. The average number of students who joined higher education in the last five years was 54. Students of this institution have also qualified for NET/SLET /TET and other competitive exams. Some of them also got placed in various departments of Central and State governments
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- **Student Union Council:** A growing and flourishing college requires a healthy and dynamic Students' Union Council. The Student Union Council (SUC) of ICV College started its journey in 1966. Principal / Principal (i/c) presides over the SUC. The student community of the college elects other office bearers and class representatives for a period of one year. SUC is a non-statutory body, and it cannot directly intervene in the administrative and academic settings of the college. But it plays a significant role in the maintenance of general discipline of the student community, promotion of sports and cultural activities, and development of awareness in different issues.
- **Sports and cultural activities:** Organization of sports and cultural activities is of utmost importance for the holistic development of the students. Such activities are organized throughout the year in our college. The average number of sports and cultural activities/competitions organized at the institution and other institutional level during the last five years has been nine (08). The highest numbers of such activities (14 no.) were organized during the year 2017-18.

Students of ICVC actively participate in sports and cultural activities and glorify the college through their performances. The number of awards/medals for outstanding performance in sports/cultural activities during the years 2016-17, 2017-18, 2018-19, and 2019-20 have been three (03), four (03), five (08), and three(3) respectively.

- **Alumni Association:** An Alumni Association is a catalytic agency in the development process of an academic institution. Alumni Association of ICV College (erstwhile Belonia College) was incepted in the year 2004 and is known as 'Belonia College Alumni Association' (BCAA). BCAA, since its inception, has been undertaking several programmes such as 'blood donation programme,' 'plantation programme,' 'cleanliness drives' (Swachh Bharat Abhiyan), and 'felicitation of outstanding performers in the University exam, 'awareness programme' etc. BCAA plans to undertake a 'coaching programme,' 'counseling programme,' etc., in the near future.

## **Governance, Leadership and Management**

- ICVC is a Government College and runs under the direct supervision of DHE, Govt. of Tripura.
- Presently, the College is headed by the Principal in charge, the president of the Teachers' Council.
- Teachers' Council of the College meets regularly to discuss the effective planning and implementation of teaching, learning, and administrative programmes.
- There are separate 'Academic Committee' and 'Examination Committee' to look after the academic process and examination system of the College respectively.
- IQAC monitors the quality of the teaching-learning process. Feedback is taken from the students.
- Streamwise and/or Department-wise Parent-Teacher meeting is regularly held, and valuable suggestions are invited from the parents.
- The College Alumni often meet and provide valuable suggestions for academic improvement and the overall development of the College.
- 'Development Committee' looks after the infrastructural development of the College.
- 'Library Committee' monitors the overall functioning of the college library.
- 'Anti Ragging Committee keeps a stringent vigilance to keep the college campus ragging-free.
- 'Sexual Harassment Redressal Cell' promptly comes into action whenever any complaint is brought to its notice.
- There are various other committees under the umbrella of the Teachers' Council, including Discipline Committee, Cultural Committee, Sports Committee, Research Committee, Hostel Advisory Committee, and RUSA Committee, each of which is headed by a faculty member and deals with the matters coming under its purview.

## **Institutional Values and Best Practices**

### **Institutional Values and Social Responsibilities:**

- ICV college always strives to ensure 'women's rights and give equal opportunities to the girl students to prosper as complete human beings. In the college' International Women's Day is celebrated on 08th of March every year. Girl students enthusiastically participate in this programme. Resource persons from various fields make them aware of women's rights and responsibilities.
- Conservation of nature and ecosystem is given utmost importance in the College. The Institution has solar panels as an alternative source of energy. LED bulbs and tubes are used to reduce the consumption of electricity. ICVC was awarded by Tripura State Pollution Control Board in 2016 on the occasion of World Environment Day for the contribution of the College in promoting Environmental Awareness in Tripura. Students and teachers are encouraged to bring refillable water bottles instead of purchasing disposable plastic bottles from home. Disposable coffee cups are also not used as far as practicable. Compost pits are spread across the College campus; wherein biodegradable wastes can decompose. Chemical wastes from the laboratories flow to the concrete pit lying underground.
- The employers and students of the Institution are sensitized to the basic constitutional elements for elevating their responsibilities. Celebration of 'Indian Constitution Day' and 'National Voters Day' is of key importance in this direction. Soft Study Course on 'Indian Constitution and Planning' is a part of the 6th-semester curriculum across all streams.
- The Institution has 'code of Conduct' displayed on the website. A committee monitors the adherence to the Code of Conduct. Annual awareness programmes on the Code of Conduct are organized.



- **Best Practices:**

- As part of institutional best practices, ICVC promotes **E-learning** as a method of competitive advantage. Students and teachers are encouraged to participate in online courses using platforms such as SWAYAM.
- **The green campus drive** is an initiative that contributes to protecting a defined area's environment. ICVC has a green campus with a very rich floristic composition. Rainwater is harvested and collected in a pond at the far end of the College playground. Non-biodegradable and electronic waste and toxic materials are regularly disposed of.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	ISWAR CHANDRA VIDYASAGAR COLLEGE
Address	Vill-South Mirzapur P.O.-Sarasima South Tripura
City	Belonia
State	Tripura
Pin	799155
Website	<a href="http://www.icvcollege.edu.in">www.icvcollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Bimalendu Ghosh	03823-295250	9436454047	-	beloniacollege@gmail.com
IQAC / CIQA coordinator	Sutapa Das	03283-295250	9436472052	-	sutapashilpi92@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	22-05-1964

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

State	University name	Document
Tripura	Tripura University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	21-06-2004	<a href="#">View Document</a>
12B of UGC	21-06-2004	<a href="#">View Document</a>

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

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

**Details of autonomy**

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

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

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill-South Mirzapur P.O.-Sarasima South Tripura	Urban	31.44	9594.61

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Bengali	36	Higher Secondary Passed	English,Bengali	631	521
UG	BSc,Botany	36	Higher Secondary Passed	English,Bengali	161	65
UG	BSc,Chemistry	36	Higher Secondary Passed	English,Bengali	156	110
UG	BA,Economics	36	Higher Secondary Passed	English,Bengali	156	91
UG	BA,English	36	Higher Secondary Passed	English,Bengali	406	320
UG	BA,Education	36	Higher Secondary Passed	English,Bengali	599	506
UG	BSc,Environmental Science	36	Higher Secondary Passed	English,Bengali	80	34
UG	BA,Geography	36	Higher Secondary Passed	English,Bengali	188	100
UG	BA,History	36	Higher Secondary Passed	English,Bengali	567	500
UG	BSc,Human Physiology	36	Higher Secondary Passed	English,Bengali	161	98
UG	BSc,Mathematics	36	Higher Secondary	English,Bengali	156	113

			Passed			
UG	BSc,Physics	36	Higher Secondary Passed	English,Bengali	156	118
UG	BA,Political Science	36	Higher Secondary Passed	English,Bengali	599	500
UG	BA,Philosophy	36	Higher Secondary Passed	English,Bengali	352	229
UG	BA,Physical Education	36	Higher Secondary Passed	English,Bengali	150	137
UG	BA,Sanskrit	36	Higher Secondary Passed	English,Bengali	406	279
UG	BSc,Zoology	36	Higher Secondary Passed	English,Bengali	161	82
UG	BA,Kokborok	36	Higher Secondary Passed	English,Bengali	300	120
UG	BCom,Commerce	36	Higher Secondary Passed	English,Bengali	450	141

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				7				21			
Recruited	0	0	0	0	5	1	0	6	17	4	0	21
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				33
Recruited	24	9	0	33
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				4
Recruited	4	0	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	7	3	0	12
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	5	0	0	9	1	0	15

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		17	14	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	2396	0	0	0	2396
	Female	1668	0	0	0	1668
	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	340	328	361	479
	Female	177	178	244	327
	Others	0	0	0	0
ST	Male	490	535	580	585
	Female	247	292	312	377
	Others	0	0	0	0
OBC	Male	401	343	341	481
	Female	260	205	244	296
	Others	0	0	0	0
General	Male	822	856	1045	1001
	Female	585	674	710	936
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3322	3411	3837	4482

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<ul style="list-style-type: none"> <li>• Multidisciplinary Courses: The faculty members of the Commerce Department happen to teach core courses like accountancy, business ethics, management, etc. Besides this, faculty members or</li> </ul>
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	<p>resource persons are invited from other disciplines in every academic session to teach economics, mathematics, statistics, commercial law, etc. Other multidisciplinary courses may be launched if an arrangement can be made later. • Interdisciplinary Courses: Interdisciplinary Courses are found in Economics &amp; Geography Departments only. The economics &amp; geography courses are interdisciplinary because both the courses are constituted by some knowledge or papers of other disciplines like Mathematics &amp; Statistics. The Honours Curriculum in Economics incorporates one paper each on disciplines of Mathematics, Statistics &amp; Econometrics. Opportunity beckons for other interdisciplinary courses to facilitate employability in case of flourishing industrialization on a small scale. All science courses are in some sense.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credit (ABC) concept happens to be a very pertinent glossary to embrace the flexibility needed for harboring comprehensive education in the Indian context. The ruling State Government has pragmatically welcomed this saga of NEP right from its proposition at the beginning of 2021. The State Government and universities have organized different eye-opening seminars &amp; workshops. The academia &amp; stakeholders of affiliated colleges &amp; affiliating universities have reached a consensus to launch NEP in the fullest possible way keeping in mind some geo-economic peculiarities engulfing the State in toe with the North Eastern Region (NER). With matching spirit, the Institution has formed a task force to chart the financial, infrastructural &amp; managerial constraints for implementing ABC as a necessary feature of NEP. The task force has opined that given the implementation of ABC; it will bring about a revolutionary change in boosting the rate of U.G. Pass Outs in this area crippled with illiteracy &amp; poverty. No wonder the credit accumulation &amp; transfer approach embedded in ABC is a much-awaited academic reform. The task force has submitted a precise report, and this report is under scrutiny to give a final shape. The Institution maintains regular &amp; effective contact with the affiliating Tripura University &amp; Directorate of Higher Education to update the latest approach &amp; guidelines from that end. It's worth mentioning that one senior</p>

	<p>faculty member has participated in a two-day-long workshop in the premises of Tripura University (February 22 &amp; 23, 2022) where two resource persons, one each from U.P. &amp; M.P., have participated and rendered their practical &amp; down to earth approach for implementation of NEP-2020 per se.</p>
3. Skill development:	<p>The Institution has initiated the following with the spirit of skill development of students in the existing setup: 1) Keeping the points of limitations in mind, the college has tried its best to improve the subject skill of students by providing them the best possible teaching, mentoring &amp; care. 2) The Commerce Department per se incorporates elements of firm management &amp; other employment-friendly subject contents in its syllabus. 3) The students, irrespective of Disciplines &amp; Programmes, have been allowed to familiarize themselves with basic knowledge of Information Technology through a compulsory Foundation Paper on IT. 4) The college arranges Seminars, Workshops, etc., in the best possible way for the pass-out students if they pursue the college administration by forming at least a small group for some effective counseling to gather employment. However, the college has already initiated the following courses at the university level for launching in the campus in the short run: • Course on Rubber Processing, • Course on Mushrooms Cultivation. These courses are in the process of taking their final shape &amp; modalities.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>There is a plethora of Indian Languages, Culture &amp; Heritage forming components of the Indian Knowledge System. However, there is no such built-in system to transmit the Indian Knowledge System online in the ICVC Campus.</p>
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) is not prevalent in the ICVC Campus. The traditional approach is used with a moderate application of modern technology like Computers &amp; the Internet, the Projector, Board Pens &amp; White Boards, etc. Field Studies are conducted &amp; UG Projects are supervised. However, it is specific to certain courses &amp; semesters.</p>
6. Distance education/online education:	<p>Encouragingly, the Institution facilitates Distance Education for some UG students who have some physical, professional, or financial constraints to be</p>

regular students on campus. These categories of students can fulfill their academic aspirations by registering themselves before the academic session or semisterial session as per notification under:

- Tripura University (TU) Distance Mode: Tripura University distance education has operated since 2009. At present, six subjects at the elective level have been taught for offering B.A.(General Programme). To mention the subjects, they are Bengali, English, History, Education, Philosophy and Political Science. Distance courses are taught exclusively on holidays. The class routine gets started from 9 a.m., and each class is one hour long to give the learners an opportunity for comprehensive teaching.
- Indira Gandhi National Open University (IGNOU): There is a separate study center. This study center is run by a faculty member of the college who works as operating in charge of this education system. Both General and Honours programmes prevail in this center. Its to be noted that both honors and general degrees can be based on Political science, History, English, Hindi, etc., in compliance with the rules and guidepost of the center. This center facilitates the B.Com programme and, interestingly, even the M.A. programme in selected subjects. Classes are conducted on Saturday and Sunday only. It has come into operation since 2003.

## 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
334	334	334	334	334
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

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

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4064	4482	3837	3411	3322
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 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
3358	3438	3438	3438	3438

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

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1037	820	850	789	588

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

## 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
46	45	51	57	58

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

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
48	45	51	57	58

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 44**

**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
5.73214	61.73029	0.97781	67.80127	10.82590

**4.3**

**Number of Computers**

**Response: 64**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 56**

## 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:**

**Effective implementation and development of the curriculum:**

Depending on its infrastructure and resource potential, an extensive choice of programmes and courses are offered by ICV College, which is dynamic in composition. The College has come a long way since its humble beginning in 1964. The academic programmes in the faculties are offered as per university patterns and norms. The Curriculum was last developed and adopted as per current. potential needs and demands of regional and national trends by the affiliating university, i.e., Tripura University, came to effect from the academic session 2014-15 onwards in the semester system.

**A contribution made by the Institution for effective curriculum delivery:**

With the commencement of the academic year, an action plan is prepared by the Academic Committee of the College with the support of IQAC of the same. Under the significant framework of the general schedule, separate timetables for Arts, Commerce, Science, and other certificate courses are arranged. The College has two computer labs for the students to practice in and two smart classrooms. All departments have the facility of laptops and computers. At the beginning of the Academic year, departments arrange a departmental meeting regarding the distribution of the Syllabus among all faculty members and prepare an annual teaching plan as per the academic calendar. At the end of each academic session, the students appear for the semester examination and Continuous Assessment (C.A.) like internal assessment before conducting the final examination. Some departments arrange necessary excursion tours/field visits to develop observation skills among the students as per their curricula.

With the changes of syllabi made by the university, the College procures the required number of books and research journals in the college library. College is now well equipped with the distribution of ICT tools for enhancing ICT based teaching-learning process. The Institution offers support to the teachers for explaining the curriculum effectively and improving teaching practices through faculty development programmes such as Workshops, Seminars, Symposia, and others.

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

**Response:**

The College puts strategic values on the nature of functioning of its programmes & systems. The



Institution has a well-defined standard operating system to develop academic teaching plans and it follows a well-defined academic calendar. The academic calendar displays the commencement and end of each semester stating various activities to be conducted, the internal evaluation schedule, and the tentative schedule of external evaluation. Against each course, the respective teacher of the given subject has his /her pattern for the assessment like Group discussions, Assignment submission, etc.

Departments prepare course assessment plans following the academic calendar of the College, which includes Internal Assessments/Tests, Assignments/Tests strict adherence to the academic calendar. Different departments of the College also do a display of marks.

The Academic Calendar is displayed on student notice boards, departmental notice boards, and the prospectus of the Institution. All examinations and activities mentioned in the academic calendar follow the same prepared by affiliating University.

The academic calendar embodies the following major academic activities:

- 1.Date of commencement and end of the semester.
- 2.Provisional dates of Internal Assessments/ Test (IA).
- 3.Provisional dates of end semester examination.

Subjects and Departments having laboratory and field-oriented curricula also strictly follow the Academic Calendar. Iswar Chandra Vidyasagar College ensures syllabus completion and conduction of CIE within the time. The Academic Committee keeps strong vigil on the relationship of strict adherence to the Academic Calendar and conduction of CIE. The Academic committee reviews & confirms the firm application of the Academic Calendar by monitoring all academic activities.

### **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:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>

## **1.2 Academic Flexibility**

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented****Response:** 0**1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.****File Description****Document**

Institutional data in prescribed format

[View Document](#)**1.2.2 Number of Add on /Certificate programs offered during the last five years****Response:** 2**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	0	0	1	1

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

Brochure or any other document relating to Add on /Certificate programs

[View Document](#)**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response:** 0.36**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	0	0	30	30

**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 Curriculum of the courses offered by Iswar Chandra Vidyasagar College is designed by its affiliating University Tripura University (A Central University). The Institution, through its curricular resources, aims towards the sensitization and awareness development among its students in terms of Gender, environment & sustainability, human values, and professional ethics .

**Gender:** Students are sensitized about gender issues by their amalgamation into the curricula. As part of the value education course, gender study is presented. Students learn concepts related to gender equality and discuss women's and other gender issues. Soft study Course like Human Rights and Gender Studies builds students' practical outlook & knowledge towards the gender-related subject.

ICV College has a Anti Sexual Harassment Committee. This Committee has constituted as per UGC Guidelines. The Committee takes accountability to resolve gender-sensitive issues and the environment within the Institution.

**Environment and Sustainability:** Environmental sustainability is essential for an inclusive future. In ICV College, Courses like FNDC in "Environmental Studies" create alertness and attention towards the environment among students. Faculty of Science has one General subject, i.e., "Environmental Science," highlighting the major environmental issues and the importance of ecological sustainability. Department of Zoology, Department of Botany, Department of Geography also sensitize their students about environmental issues. Soft study Course like Disaster Management helps to recognize environmental hazards and disasters, different types of disasters & ways out of risk reduction for a better future.

Iswar Chandra Vidyasagar College involves students in tree plantation and nurturing those plants, attempts to build awareness to avoid plastic bags, etc., to teach the significance of a clean and pollution-free campus.

**Professional Ethics:** This has been principally executed through students' accomplishment of field works with ethical elements applicable to society and professions. The main objective is to grasp reality with an optimistic approach.

Some courses are accessible, which conveys a choice of domains of definite professional ethics as an integral part of Soft Skills and compulsory Foundation Courses. For all the respective six semesters, the Foundation Courses cover these six mandatory domains as Compulsory English (CE);

Modern Indian Language (MIL): English, Hindi, Bengali & Kokborok and Indian Culture & Heritage (ICH); Environmental Studies (EVS); Computer Skills (CS); Public Administration (PA) and Soft Skills. ICV college covers three major domains of Soft Skills pedagogy for all final year students in the six semesters, such as Human Rights & Gender Studies (HR&GS), Indian Constitution & Planning (ICP), and Disaster Management (DM). Project works are an integral part of the curricula, which foster social awareness & professional ethics among the students.

**Human Values:** Values are very fundamental for us. Course on Human Rights plays an essential role for the students by facilitating their growth of perception on human values, ethics, and societal issues. Moreover, Field visits of students from many departments help to understand the socio-economic, environmental, and cultural aspects of people. Such case studies develop holistic approaches within students for sustainable human value addition.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>

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

**Response:** 2.16

#### 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
8	7	7	7	7

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 4.75

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

Response: 193	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>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</b></p> <p><b>Response:</b> D. Any 1 of the above</p>	
File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>

<p><b>1.4.2 Feedback process of the Institution may be classified as follows: Options:</b></p> <ol style="list-style-type: none"> <li>1. Feedback collected, analysed and action taken and feedback available on website</li> <li>2. Feedback collected, analysed and action has been taken</li> <li>3. Feedback collected and analysed</li> <li>4. Feedback collected</li> <li>5. Feedback not collected</li> </ol> <p><b>Response:</b> B. Feedback collected, analysed and action has been taken</p>	
File Description	Document
Upload any additional information	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 66.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
4064	4482	3837	3411	3322

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

2020-21	2019-20	2018-19	2017-18	2016-17
5997	5730	5730	5730	5730

#### File Description

Institutional data in prescribed format

#### Document

[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:** 43.45

##### 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
1579	1768	1497	1333	1254

#### File Description

Institutional data in prescribed format

#### Document

[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:**

As this institution is located in a semi-urban area with a predominance of students from the adjoining de facto rural area, there has been a clear-cut dichotomy of advanced and slow learners. The slow learners are categorically hailing from rural areas with aspirations of 1st generation literacy and economic poverty.

The college provides parallel attention to both types of learners. The slow learners are provided with access to specially designed classes where they are given elaboration of each subject's basic concepts and a simplistic explanation of the syllabus content. Side by side they are constantly enthused and encouraged to improve their thoughts and knowledge in a significant way.

Each department of the college attempts to accommodate the following types of classes over and above the normal schedule of the class.

1. Tutorial classes for facilitating easy conceptualization.
2. Extra classes where it is felt necessary.
3. Inspiring lectures with the linkage of employability.
4. Direct counseling to the specially skilled students.
5. Mentoring for all round grooming.

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

**Response:** 88.35

## **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:**

In the Tripura University syllabus, there are papers that have practical components. In six semesters each and every student undertakes project work according to their choice. In all of the departments, the key objective is to impart knowledge in a functional and effective way.

The physical and bioscience departments have adopted all the methods of learning including experimental, participatory and problem-solving methods in teaching all of the topics and sub-topics. This becomes a reality due to the practical orientation of the subjects.

Most of the social science departments in this college also follow the same procedure such as participative, problem solving, etc methods for effective teaching and learning.

It's worth mentioning that

- All the Bio-science departments and Geography conduct field studies as per the syllabus
- Most of the departments conduct seminars, workshops, open lectures, quizzes, etc to promote participatory learning.
- Through Project work students collect primary data as much as possible from nearby places. They analyze, report, and present these data on any selected topic in consultation with their project supervisor.

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

#### Response:

It is fair to note that all the departments of the college have been endowed with laptops and projector. Within the college campus, we have FTTH, LAN and wifi connectivity in few areas. The faculties of this institution have been accustomed to utilize the ICT tools. Many classrooms are enabled with ICT facilities for better understanding of learners. During the pandemic period all the departments successfully conducted online class, examination and submission of assignments using available learning management systems (LMS). In the college campus there have been two computer labs and sometimes computer labs are used apart from the smart classrooms.

Practically speaking, all the departments use the ideal mix of traditional classroom based teaching and ICT based of teaching.

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

**Response:** 88:1

#### 2.3.3.1 Number of mentors

Response: 46

File Description	Document
Mentor/mentee ratio	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 99.17



File Description	Document
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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:** 24.65

##### 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
12	11	14	14	12

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

#### 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:** 6.96

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

Response: 320.283

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

## 2.5 Evaluation Process and Reforms

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

**Response:**

The college conduct internal exam as per the guideline of its affiliating University. For the semester base course, the college conducts two internal examination to look into the students' progression. Internal exams are in the form/combination of written, viva, presentation, submission of assignment etc. as decided by the department. Based on their performance, they are informed of their weakness. The weightage of

internal marks in the end semester exam is 20 percent. The following mechanism are adopted by the institution to maintain transparency of the system.

- Examination routine are given well ahead before commencement of examination.
- Students are given a working idea on the structure of question.
- After evaluation, answer scripts and marks are shown to the concerned students to maintain transparency and thereby facilitating their intellectual advance.
- The mode of internal examination across all departments is of written form.

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

#### **Response:**

As the students are shown their answer scripts after evaluation, so the students are given ready access to go through their answers and if change of marks is well justified, pertinent marks are given on the spot. The institution arranges another opportunity to appear in the internal examination for the students who have not been able to appear in the internal examination within stipulated time due to acceptable reason. Complete mechanism can be explained from the following steps initiated sequentially.

- The students can submit their grievances if any on internal marks in detail to the HOD/HOD-In-Charge in written form.
- The HOD/HOD-In-Charge takes immediate steps by inviting the related evaluator of the concerned answer script.
- The evaluator is asked to explain the reason for erratic marking if any.
- The evaluators are asked to show and explain if necessary to the complainant separately (one by one) in the department.
- Due care is taken so that each student can know his/her problem personally. The evaluator explains in a very simple way the reason of given marks. The evaluator in compliance with the senior faculty members issues reasonable marks if necessary. The HOD/HOD-In-Charge monitors the issue.
- Finally the modified marks slip is pasted in the notice board of the department along with its facsimile kept in the department's file.
- Due care is initiated to upload the modified mark of each complainant in the University Portal.

## 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:

The UG syllabus is framed by affiliating University The teachers are made aware of programmes from the end of the departments and college administration. All relevant notification are transmitted to the departments with detailed course component and programme structure This is the baseline for every faculty and lecture is delivered according to the framed syllabus. The syllabus is distributed amongst the faculties and faculty prepared the study materials etc. Moreover special meetings are conducted by the teachers council in a suitable time, date and venue for facilitating smooth conduction of classes.

The newly enrolled students are given the prospectus and instruction sheet along with admission form. The prospectus, among others, contains a precise and systematic analysis of the under taken programmes and guideposts of behaviour for a student in the campus. Induction programme is organized every year to inform the newly enrolled students on the different aspects of syllabi and programmes.

The programme outcomes are made available to the candidates by pasting the e-copy of the college result sheet in the college notice board. Shortly after the announcement of the UG result the University mails the bundles of mark sheets to the college in safe custody. The college prefixes the distribution of marksheets to the concerned students in a secured way. A proper record is kept in this regard.

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

#### Response:

After the publication of the final result by the University, a review meeting is organised every year. In this meeting a rigorous discussion on the final result is done. Where performance of a department is evaluated and appreciated/ suggested. Department also organised internal assessment of the performance of their students and make a plan for future upliftment of students.

The course outcomes (Cos) are integrated with programme outcome (Pos). Any course is taught and learned with these objectives of knowledge building and its effective utilizations for the society as a whole.

The Pos can be objectively vindicated by the learning outcomes of students across the academic year. Promotion of innovation and invention skill among the learners is of key importance.

Any programme is taught keeping up some distinct objectives in mind which are frequently expressed as Programme Outcomes (Pos). An overview of the programme outcomes is detailed as under :-

. Attainment of quality knowledge in all of the constituent courses.

- . Generation of ethical and social values within the learners.
- . Increase in the probability of employment of any kind.
- . Cultivation of Nationalism and patriotism.

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 86.65

#### 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
1037	820	850	789	588

#### 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
1150	1031	961	893	678

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

**Response:** 3.35

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## 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: 7.03

##### 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
4.98608	2.04	00	00	00

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

Response: 3.16

##### 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
01	02	00	00	00

##### 3.1.2.2 Number of departments offering academic programmes

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

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

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

**Response: 5**

#### 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
00	00	02	02	01

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

## 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: 0.33**

#### 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
10	06	00	00	01

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

### 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:** 0.27

#### 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
02	00	11	00	01

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

## 3.3 Extension Activities

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

**Response:**

The college believes in overall improvement through neighbourhood services and extension activities. Such attachment enables students in understanding social problems and improves their capacity to solve such problems using local resources. The one and only aim of engaging the students in extension activities is to make them conscious of the social issues prevailing in the society and therefore influence them and their understanding about the problems which with hold the rural areas from developing, both individually and socially and look for the possible ways to solve those problems. For extending various activities in the neighbourhood community, the institution has set-up different units/cells like National Service Scheme (NSS) and National Cadet Corps (NCC).

#### **National Service Scheme (NSS):-**

The NSS unit of our college has started functioning since last 40 years. One hundred twenty students can enrol themselves as NSS volunteers in the unit during their first semester of study. As the college is a part of society, so, there are some responsibilities towards the society which are carried out through community development and extension activities. The unit provides scope for the student-volunteers to participate in

such social works as health camps, blood donation, environmental cleaning, saplings plantation, gardening, various awareness campaign like HIV-AIDS (Make Short film on AIDS <https://www.youtube.com/watch?v=3st8GdQygFE>), disaster management, anti-dowry, domestic violence, legal issue, etc. We observe the various remarkable day in the College as well as outside of the College. During Covid-19 pandemic situation our volunteers also took for the distribution relief items among the villagers in our adopted village.

### **About National Cadet Corps (NCC):-**

The National Cadet Corps (NCC) is the Indian military cadet corps with its headquarters at New Delhi. It is open to school and college students on a voluntary basis. National Cadet Corps is a Tri-Services Organization, comprising the Army, Navy and Air Force, engaged in grooming the youth of the country into disciplined and patriotic citizens. NCC changes cadets' common college life to an adventurous and thrilling journey of 3 years, teaching them to push the limits at every turn of life and to set priorities straight. The Cadets are given basic military training in small arms and parades. The officers and cadets have no liability for active military service once they complete their course, but are given preference over normal candidates during selections based on the achievements in the corps.

### **NCC Activities at ICV College, Belonia**

The NCC unit of the college has an approved enrolment capacity of 100 cadets in each academic session. Amongst the regular activity, they take part in Republic Day and Independence Day celebrations conducted by the district administration every year. Swachh Bharat Abhiyan and other social awareness programmes are conducted annually within the college campus and in the adopted village.

The College Students/Faculty members also participate in different programs like-

Tree-plantation programmes, Campus cleaning, Blood donation camps, Environment awareness camps, and Swachh Bharath Abhiyan. Days like Environment Day, Independence Day, Yoga Day, Teachers' Day, AIDS Day, youth day, Women's Day etc. are also observed periodically.

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

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

**Response: 2**

#### **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
00	01	00	00	01



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 26

#### 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
06	08	03	03	06

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

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

**Response:** 4.17

#### 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
163	209	100	110	210

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

### 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: 0

**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
00	00	00	00	00

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

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

Response: 0

**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
00	00	00	00	00

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

## 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 has a lush green campus of around 34.64 acres. The teaching-learning process of the College is mainly spread within the buildings, namely the Academic building, Physical science building, Life science building, along with two other old buildings. The infrastructure facility of the College has been upgraded from time to time using the fund allocated by the state government as well as the central government agencies considering the increase in the number of students every year. A departmental staff room and 2-3 classrooms are allocated to every department to provide dedicated access. Science departments like Chemistry, Physics, Botany, Zoology, Human Physiology, Computer science, and the department of Geography have separate laboratories. Departmental rooms are shared with other departments as and when required. The College has several computer laboratories with almost all of the computers in running condition. Students from various science departments access these laboratories during their practical programming classes and other needs according to their requirements. Previously projection facility was only available in gallery1, computer laboratories, and a smart classroom. In an extension of this facility, a laptop is provided to all the departments, and a projector is given to the commerce department and all the science departments. These two projectors are kept for the arts departments to use during the classes. Chalk- duster system is nearly replaced by whiteboard and marker during the class session. In every classroom, a whiteboard is installed for the purpose.

At present, 45 (forty-five) classrooms, 20 (twenty) laboratories, and 02(two) seminar halls are used in total for the whole teaching-learning process of the College. The library plays an essential role in the teaching-learning process of an institution. The College has a well-furnished library housed in a two-storied building covering an area of 25,000 sq. ft. At present, The Central Library has over 42,000 volumes of books on record in various subjects, 320 nos. Journals in different 35 titles. Two separate rooms are allocated for reading purposes for the students and the faculties. The library building is well connected with the internet facility. Considering the increasing trend in students' admission proposals to set up a new building for arts faculty is placed to the authority.

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

**Response:**

The institution is well and truly involved in extra-curricular activities. Students participate in various sports competitions organized on campus and off-campus. The College organizes an annual sports meet in which the promising sportswomen of the College are honored. Fee concessions in the hostel fee are given to the participants in National/International competitions. Besides this, regular refreshments, sports kits, conveyance, etc., are provided to the participating students.

**The Institution has facilities for sports and games, Such as:**

**Indoor Games:**

- a. Multi-purpose GYM
- b. Weight training hall
- c. Table Tennis
- d. Yoga halls

**Outdoor Games:**

- a. Football Field (Standardized)
- b. Volleyball Court
- c. Badminton Court
- d. Cricket Pitch
- e. Kho-Kho
- f. Kabaddi
- g. Athletics

The institution has an academic calendar where tentative dates for games and sports, and other co-curricular activities are fixed. Students participate in various outdoor games, indoor games, and sports during annual sports organized by the Students' Union Council. Students and teachers participate in friendly Cricket, Football, and Volleyball match organized by the Teachers' Council every year. Students also participate in inter-college tournaments in various games and sports like Football, Volleyball, Cricket, Judo, Yoga, Table tennis, Kho-Kho, Kabaddi, Badminton, Athletics, etc.

**Report of Students' achievement in sports:**

Iswar Chandra Vidyasagar College students have participated at different levels such as inter-college, state, national, east zone, and All India Inter-University. This report will give you the year-wise detail of students as an outstanding sportsperson. Somehow, every year, our students used to get medals in the respective tournament. We have regular practices in numerous games and sports and various competitions within the College.

**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:** 34.09

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

Response: 15

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

Response: 90.84

##### 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
4.95981	61.12829	0.70636	65.35656	10.82590

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

Iswar Chandra Vidyasagar College Central Library is housed in a two-storied building covering an area of 3,184 sq. ft. This library was started with the establishment of the College in 1964 to cater to the academic and research needs of the faculty, research scholars, students, and staff. In the beginning, the library was just in a small room. The services were provided entirely manually. Later it is shifted to the present building. In **2011**, we began library automation through Library Management Software E-Granthalaya version 3 provided by NIC, New Delhi. We are using library automation software E-Granthalaya online cloud version – 4 to automate library service. It was started in September 2017. Now, this library is partly automated due to shortage of professional staff. In the future, we shall try for full automation. Our library has OPAC.

**Collection:** - At present, The Central Library has 43391 volumes of books on record on various subjects. 323 nos. Journals in different 35 titles.

**Working Hours:** - 10 am. to 5-30 pm. on all working days.

**Facilities:** -

1. Reading Room for students,
2. Reading room for teaching faculty,
3. Reference section/career guidance section/journal section,
4. Reprography services,
5. Books circulation.
6. Old Question papers Services.
7. Extension services (if needed)
8. OPAC Services
9. Special Services for Physically Challenged students and teachers.

#### 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	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

#### 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:** 1.73

##### 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
0.11800	0.21275	0.09730	0.95989	7.28356

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 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:** 1.65

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

Response: 68

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

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

**Response:**

The College previously had two computer laboratories with around 34 working computers. Considering the necessity of the students, a separate computer laboratory named RUSA laboratory has been set up with 30 new computers on the session 2015-16. This laboratory is now used as the main computer laboratory for class purposes. The college purchases computers and its accessories from time to time for academic and administrative purposes, depending on the availability of funds. College authority believes that the ICT-based teaching learning process is fruitful and committed to shifting the whole teaching process from chalk-duster system to ICT-based learning. As a step towards this, 17 laptops and seven projectors were purchased in the session 2017-18 and handed over to departmental hod/ hod(i/c)s. Other than these, departments like Chemistry, Physics, Commerce, Mathematics, Geography, Environmental science, Economics, Botany, Zoology, and human physiology have a desktop in the departmental staff room which faculties can use for various academic needs. Academic and administrative day-to-day activities of the College are also handled by using computers. The computer is provided to every official section of the College, namely the academic section, establishment section, stipend, cash section, and account section.

As the library is fully automated, computers are used daily library activity and in the reading room for searching. A stand-alone computer is like a single person; when connected to the internet, it gets immense power in terms of connectivity. The College used an optical fiber connection under the NMIECT scheme, which is around 30-50 MBPS. This connection was spread to the library, in all the sections of the administrative building, chemistry department, physics department, mathematics department, commerce department, and two computer laboratories through local area network (LAN). Through LAN facility was also extended to the departments of life science building due to some technical problem it's not functioning nowadays. Besides the wired connectivity, wireless internet connectivity from the same

connection is also facilitated by using Wi-Fi modem and Wi-Fi switches which can be accessed only in physical science building. Wi-Fi access is restricted to teachers and staff of the College, considering the security reason. It is beneficial for the teachers to access the internet from professors' common room to satisfy their needs. Among the three computer laboratories in two, there is a LAN facility from where the teachers access the internet on a need basis. A plan has been made to provide internet connectivity in every department and all the laboratories' computers on a wireless basis by utilizing the RUSA fund within the academic year 2021-22. The distribution of new computers and their related accessories is done through a computer store under the control of the computer science department.

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

**Response:** 73:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

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

**Response:** B. 30 MBPS – 50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

### 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:** 9.16

##### 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
0.77233	0.60200	0.27145	2.44471	0



File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

##### Response:

- Brief outline of procedures for maintaining the aforementioned infrastructural components:** College follows a stepwise procedure for maintenance; the development committee of the College is entrusted with supervising the process of physical and laboratory equipment maintenance. Firstly, the departmental Hod/Hod (i/c) informs the authority about the department's problem regarding the physical infrastructure or laboratory equipment in written format. After receiving the problem details, the authority consults with the development committee of the College and tries to fix an approximate expenditure for the total purpose. The purchase committee of the College plays its role in the next phase. The purchase committee and the development committee select the works that need urgent and available funds. The physical infrastructure of the College is maintained by the local wing of the Public Works Department (PWD) of the State government. The authority of the College asks the local PWD office about the fund required for the task mentioning the details about the job. The PWD submits an estimate to accomplish the task, and the College authority places the required fund in favour of them. Maintenance of laboratory equipment, computers, etc., are facilitated by the local branch of State Primary Marketing Co-Operative Society for accountability & transparency. The details on replacement, renewal & renovation are categorically prepared and sent. Accordingly, they selected an agency to satisfy the need for repair & maintenance of the mentioned equipment & others.
- Brief outline of policies for utilizing the aforementioned infrastructural components:** The policies are guidelines for completing work with the least possible time & material costs. Transparency is given utmost priority before policy framing. The expected outcome of a given policy is the attainment of maximum possible utilization of a resource both in terms of the time of serviceability & number of student beneficiaries encompassed the College frames policies concerning different resources by keeping its ideal objective. Policies are framed by various supervisory & monitoring committees working under the aegis of the Teachers' Council of the institution with the guidelines given by the principal from time to time. The principal may constitute some special committees as & when necessary. The structure of a committee may differ depending on its nature and objective. The principal abides by office orders/ clarifications/ view of the DHE. The principal gives matching importance to other out-campus officially recognized agencies/institutions/organizations as per government directives in some areas of its functioning.

## 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: 45.05

##### 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
1587	1542	1890	1655	1794

#### 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:** C. 2 of the above

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

#### 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:** 2.79

##### 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
25	30	205	127	119

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

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

## 5.2 Student Progression

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

Response: 1.27

#### 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
9	13	0	20	8

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

Response: 26.13

#### 5.2.2.1 Number of outgoing student progressing to higher education.

Response: 271

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

Response: 39.7

**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
11	18	10	42	13

**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
37	46	41	65	32

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 14

**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	2	8	2	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>

### **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:**

A growing and flourishing college require a healthy and dynamic Students' Union Council for building up solidarity and discipline of the institution. The Student Union Council (SUC) is a non-statutory body and it cannot directly intervene the administrative and academic setting of a college. Its role is relegated to the maintenance of general discipline of the student community, promotion of sports, culture and awareness development programme etc. Last but not the least a SUC will represent a transparent query on the issues of students reasonable and mitigatable by the administration, It can also raise student-oriented demand in a peaceful and disciplined way.

The SUC of this institution has encountered the problem of spacious and stable office premises at early stage. However, this problem has been resolved a couple of decades back. The SUC given a separate infrastructure to pave away their beneficial activities in an uninterrupted way. Traditionally this institution expression students' organizations-based consisting in terms based of candidates. Each students' organization is allegiant to same political ideology. The elected SUC has to function apolitically for greater internet of the campus. The SUC maintains good relationship with Teachers' Council. Frequently the office bearers and the other members of SUC are positively controlled by Teachers for their proper grooming in handling the complex issues in the campus.

#### **Function of Students' Union Council.**

- To Facilitate the admission process of the college by assisting new students regarding admission procedures.
- To extend support to the Discipline sub-Committee of Teachers Council in the college campus.
- To act as organizer of cultural programme with support of cultural sub-committee of the college.
- To participate various sports and cultural competition organized by other institution.
- To organize indoor and outdoor games and sports in the college.
- To encourage students to participate in NCC and NSS unit of college.
- To participate Swachata Abhiyan in college campus, neighboring villages and market.
- To organize Blood Donation Camp in college campus once in a year.

### **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:** 5.6

### 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
01	04	8	10	5

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

## 5.4 Alumni Engagement

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

#### Response:

The College has a registered Alumni association Known as “Belonia College Alumni Association” having registration no. 445906 of 2004. At present the association has comprised more than 250 members. The association has made notable contributions to the college. Some of the contributions to the financial and other support services during the assessment year are discussed below.

- **Blood donation Camp:** The association arranges Blood donation Camp every year with the help of N.S.S. unit of college. The number of blood donors is always more than 50.
- **Plantation of flowering and fruit Plants:** The College has given special importance on plantation of flowering of fruits and fruits bearing plants as the campus has a traditional predominance of wild and useful plants. The association has initiated this program in Consonance with the spirit and policy of the college.
- **Maintains of fruit garden:** The association Contributes in terms of maintains of the mango garden near ST/SC Boy’s hostel, so that the hostler and resident of campus gets benefited from this garden.

- **Mask distribution and awareness programme in Covid-19 Pandemic:** During the Covid-19 pandemic situation, the members of alumni association distributed mask and relief to poverty situation people of the neighborhood area of the college several times along with awareness generation alive.
- **Swachta Bharat Abhijan:** Swacha Bharat Abhijan has also been initiated by alumni association in college campus and neighborhood area on various occasions.
- Alumni members have also contributed through financial support to this institution. The association generate their fund is mainly used to maintain mango garden, plantation programme and other social activity as and when required.

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

**Response:** E. <1 Lakhs



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The emblem of the college rightly incorporates the saying “*?hraddh?v?n labhate jñ?na?*” which in English may be translated as - “**He who has faith attains knowledge**”.

The college being named after the great Indian social reformer, and the colossal man, Pundit. Iswar Chandra Vidyasagar, strives to the legacy

**Vision:** Iswar Chandra Vidyasagar College aspires to be an Institution of academic excellence transforming lives through education with a commitment to selfless service to society and nation.

**Mission:** The mission of the college is mainly centered on providing quality higher education facilities to the young men and women of the region, enabling them and enriching society through holistic education.

(a) *The college ensures that the objectives of the Higher Education policies of the Nation are promoted, through its mission and vision:*

- (i) Inclusivity of all the academic programs.
- (ii) Relevance of the education provided.
- (iii) Values imparted along with knowledge.
- (iv) Quality sustenance and development incorporated in the education.

(b) *In accordance with the vision and the mission, the institute translates it through activities guided by various objectives:*

- (i) Fostering a vibrant atmosphere conducive to the all-around development of students.
- (ii) Nurturing the students to face future challenges, and be responsible c of the country.
- (iii) Providing co-education, equal opportunities for both genders, with safety.
- (iv) Ensuring equal participation in their life vocations.
- (v) Inculcation of a scientific outlook and temper, and reorienting societal mores and prejudices.
- (vi) Nurturing a life-long association with learning.

The Institute being a government college, follows the directives of the Department of Higher Education,

Government of Tripura in the major aspects of its decisions and policies. However, in the execution of the academic functions in the college, the Principal and the Faculties have a great responsibility in its implementation.

The principal is the head of the Institution and bears the ultimate responsibility for the smooth running of the college. As the Head of the Institute, he is responsible for both the academic and administrative functions of the college. He convenes and prepares the agendas for all sorts of meetings. He has correspondences with the government, UGC, other funding agencies, affiliating universities, and citizens all the other stakeholders of the institute. Different committees are formed at the beginning of each academic year and entrusted with various responsibilities for executing the functions of the college.

The Teacher's Council is the body comprising all the teachers in the college. It has a secretary along with a Joint Secretary elected from among the teachers. The principal is the president of the Council. Teacher Council meetings are conducted almost every month as necessary for decisions about matters for governance and administration through participative discussions with all the teachers.

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

#### **Response:**

Decentralisation and participative management exist in the institution from policy making bodies to executive bodies.

**Policy Making bodies:** The college being a government college, has to follow the directives of Department of Higher Education, Government of Tripura in respect of the major policies and decisions. However, as far as execution of the various functions in the academic environment of the college are concerned, the principal and the faculties have a great responsibility.

**Executive bodies:** The administrative work is headed by the Head of the institute, and an appointed DDO (Drawing and Disbursement Officer) and all the other non-teaching faculties. Apart from the Principal, the Head of the institution, for the smooth administration of the college, the principal constitutes different Committees and Subcommittees from among the faculty members and other employees of the college. These committees and subcommittees are entrusted with their responsibilities in the execution of the action plans in the college. The responsibilities are defined and communicated to the staff of the college through official orders.

Various meetings are held for collection of information through interactions for the various aspects of college functioning- Meetings of Teacher's Council almost every month, meetings with different Committees and subcommittees, meetings with departmental heads, meetings with different other committees as required.

Different departments have their appointed Head, the HOD of the department from among the faculty of the respective departments. He is the prime authority in the department and plays a very important role in the academic matters of the departments, and involved in the purchase of any goods and equipment as pertaining to the needs of the departments is vested on them.

The participatory role of all the staff in the management of the college encourages and sustains their involvement, which is necessary for the efficient and effective running of the college.

The Teacher's Council which is the body comprising all the teachers in the college has various committees for the execution of different responsibilities-

Academic Committee, Examination Committee, Development Committee, Purchase Committee, UGC Committee, IQAC Cell, NSS Advisory Committee, Research Committee, Placement Cell Committee, Library Committee, Games and Sports Committee, Boys' Common Room Committee, Girls' Common Room Committee, Cultural Committee, Magazine Committee, Sexual harassment and Grievance Redressal Committee, Discipline Committee, and others. A representative of the Students' Union Council is also incorporated in the Committee, wherever the students' involvement is required.

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The institution is working and serving the society for the last 55 years and the institution observed the golden Jubilee ceremony in the year 2014 in a befitting manner. The development of the perspective Institutional Plan is initiated keeping in view the national policies in Higher education, the existing priorities, and the local needs. Informed consultation with all the stakeholders of the institution, including community leaders, prominent academicians, faculty members, staff, and students is done, followed by a formal meeting of all the concerned stakeholders convened by the Principal. The plan is discussed and responsibility is assigned to prepare a draft for the execution of the perspective plan.

The future plan and goals of the strategic planning and development can be summarised as:

- To review the existing governance and administrative structures
- To achieve excellence in academics, teaching, and learning
- Fostering and facilitating a student-centric development
- Enhancing the social relevance of the institution
- Strengthening the spiritual vitality

As per the plan initiated the Institution has prepared and sent a proposal to RUSA for sanction. Correspondingly, RUSA sanctioned the proposal in the 1st, and 2nd cycle, and the institution spent the amount successfully in different category as per the guideline of RUSA, and utilization certificate also has been submitted to the concerned authority in due time. 3rd cycle of RUSA is also received by the college, and the amount will be spent as per the guideline of RUSA.

### 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:

The internal management of the College rests with the Principal, Teachers Council, and the various other formed Committees constituted in accordance with the guidelines provided by the Department of Higher Education, Government of Tripura. The Principal is the academic Head of the institution and also the President of the Teacher's Council and Student's Union Council. The HODs of the Various departments assist the Principal in the various responsibilities. The heads of the departments are responsible for the regular academic administration of their respective departments.

**Teachers Council:** A very important component of the Institute for its functioning includes the Teachers council body. Several important Committees from the teachers are formed including the teacher's council every year.

- Academic committee.
- Development Committee.
- Purchase Committee.
- UGC Committee.
- IQAC Cell.
- NSS Advisory Committee.
- Research Committee.
- Placement Cell Committee.
- Library Committee.
- Games and Sports Committee.
- Boys' Common Room Committee.
- Girls' Common Room Committee.
- Cultural Committee.
- Magazine Committee.
- Sexual harassment and Grievance Redressal Committee.
- Discipline Committee.
- and others.

These different functional units of the college, including academic and administrative units, report to the Principal. Although the overall monitoring responsibility rests with the Principal, different units through internal coordination achieve these functions.

Faculties are assessed regularly and improved based on self-appraisal reports and students' feedback. The guardians have important feedbacks to provide during the guardian meeting with the respective departments and the faculties. Departments and individuals are informed by the Principal about the feedback and asked to implement the desired changes.

Status of autonomy is not given to the college by the affiliating Tripura University.

In a nutshell, the management monitors the following processes:

- Teaching-Learning Process

- Promotion of staff
- Freedom for academic Development
- Evaluation of Teachers Performance

Recruitment of teachers is as per the norms directed by the DHE, Government of Tripura. The promotion eligibility of the faculties is as per the policies prescribed by the State Government in the purview of the UGC norms. A Grievance Redressal Cell for the students and employee functions in the resolving of any major or minor disputes or grievances reported, in consultation with the principal.

File Description	Document
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 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:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

For the wellbeing of the Institution, the College ensures that its faculties and staff members are provided with the effective welfare measures as necessitated.

- *Faculty empowerment through training, and motivations:* Although the college does not have any faculty empowerment mechanism on its own, it allows the teachers to attend Faculty Development Programs, Workshops, Orientation Programs and Refresher Courses, and other short term courses organized by higher institutions for updating and empowering themselves. The DHE permits the faculties to participate in seminars, workshops, and training programs nationally. Faculties by

participating in these courses can avail the Career Advancement Scheme as per the UGC norms. The non-teaching faculties are also provided the opportunity to participate in available courses/seminars/workshops related to computer literacy, administrative skills, etc., for the up-gradation of their knowledge.

- *Availing general facilities as State Govt. Employee:* The faculties and other employees avail the state Government's welfare schemes like - General Provident Fund, Group Insurance Scheme, Post Retirement Benefice Schemes like Gratuity, Leave Encashment and Pension.
- Both the teaching and non-teaching faculties are granted the various types of leaves- study leave, earned leave, medical leave, etc. as per the norms of the State Govt and UGC.
- *Eminent Lectures and faculties:* Eminent faculties are invited on special occasions like seminars or for popular lectures encouraging and updating the faculties and the students as well.

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

Response: 0

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

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

#### File Description

Institutional data in prescribed format(Data template)

#### Document

[View Document](#)

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

Response: 0.4

#### 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	1	1	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 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:** 23.43

#### 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	5	35	5	4

File Description	Document
Upload any additional information	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:**

The institution has a performance appraisal system for both the teaching and non-teaching staff:

- For the teaching faculties, the institution has a performance appraisal system as mandated by the Directorate of Higher Education (DHE), Government of Tripura. Each month, the teaching faculties have to fill in the performance appraisal form and submit it for scrutinizing by the Head of the Department and then by the Head of the Institution before being finally forwarded to the DHE, Govt. Of Tripura, for their career up-gradation. Moreover, the teacher's performance is evaluated based on their contribution to the institutional development and research and extension activities. In this regard, IQAC plays a very important part, which ensures that the quality of education is checked and regulated. Students' feedback on teachers' performance is collected for the faculties of the respective departments at the end of every academic year, and a performance-based appraisal form/ feedback is reported.

- For the non-teaching staff, Institution has developed a Self Appraisal form that is to be filled up by the concerned non-teaching staff and submitted to the Head of the institution, and attendance sheets monitored monthly and assessed. Efforts are also made to improve their capabilities and performance through training and workshops like computer train, etc.

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The Institution conducts internal audit by forming a committee every year.

The accounts of the principal-in-Charge Iswar Chandra Vidyasagar College (ICVC), for the period from 2018-2019 was test checked by an external audit team deputed from the office of the Accountant General (Audit), Tripura, during the period from 18th March to 2nd April 2019. The Audit team in general assessed the financial performance of the institution by minutely reviewing the accounts of the college to ensure the validity and legality of financial records. Their appraisal was mainly on the funds received from the University Grants Commission (UGC) and Rashtriya Uchchattar Shiksha Abhiyan (RUSA) to the college for general development assistance and infrastructure along with funds from the Education (Higher) Department, Government of Tripura for its activities. They also took note of the college-generated revenues in the way of collecting academic receipts like admission, tuition, examination and laboratory fees, etc.. They also played an advisory role and recommended possible steps to improve or redirect activities as needed for risk aversion and cost savings that could be made. Information/ records and reports required to audit had been provided during the course of the audit.

The Department of Higher Education (DHE), Government of Tripura regularly completes the assessment of salary and non-salary expenditure and fixes the grants of the college by verifying the records of the expenditures incurred.

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

Response: 0.5

#### 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	0.5	0	0



File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

#### Response:

Resources is a necessity for any institution for development and the promotion of the academic ambience on the campus. The State government Grants provided to the college include - Plan, Non-Plan (Salary component), and Stipend. State Government Grants under Plan Head is sanctioned and utilized for Repairs and maintenance, electricity, telephone, furniture and equipment, purchase of computers, books and journals, laboratory recurring expenses, and other miscellaneous expenses. The salary grants are spent on the staff members as per the norms of the State Government and assessments were done by the DHE. The stipend is also allocated for the students.

Iswar Chandra Vidyasagar College makes every possible effort towards resource utilization and generating funds beyond the financial assistance from the Government of Tripura received as salary grants. Apart from these, the institution submits various proposals seeking financial assistance from different funding agencies like NEC, DST, DBT, RUSA, and also from State Government. After receiving funds for different purposes, the college successfully utilizes the funds and sends utilization certificates to the agencies.

The college has recently utilised the funds of RUSA (both 1st and 2nd instalment) for infrastructural development of the institute – campus development, purchasing books, journals, e-resources, sports facility, new equipment, construction of girls’ and boys’ common room, and others and has finalised the utilization of the money. 3rd (final) instalment from RUSA for Infrastructure grants has also been sanctioned and utilized under different heads.

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

The IQAC and its subcommittees are active throughout the year, and the functions of the committee is obvious. It is a very important body constituted by active faculty members of the institution to monitor the academic aspects of the institution systematically. IQAC plays an important role relating to quality improvement amongst the staff.

Since its inception in the college, the IQAC cell has been organizing manifold training programs for the academic staff and laboratory attendants. It has been striving to bring the best out of the available resources on the campus. Under its direction, the computer science and IT departments are giving hands-on training programs on computers, and the Department of Environmental science also regularly gives training on environmental issues.

To improve the teaching-learning process, the student feedback form and faculty tool kit form are constantly collected and reviewed by the IQAC cell for the continuous evaluation and progress of the teaching faculties.

The IQAC also encourages the faculties of different departments to prepare repositories and archives according to the prescribed syllabus. It also advises and directs the teachers to organize small interactive programs in their respective departments with the interested students and faculties participating in them.

**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:**

Iswar Chandra Vidyasagar College periodically reviews and continuously upgrades the quality of the teaching-learning process, and student-centric methods through the IQAC cell. The faculties in the college are especially encouraged to utilize the modern Information and Communication Technology (ICT) tools such as smart classrooms, PowerPoint presentations, other effective e-tools such as audio and video components for effective classroom teaching.

In the process of reviewing the teaching-learning process and its outcomes, the institution identifies and implements the following initiatives:

- *Student's feedback form and faculty toolkit:* Students' feedback form and faculty toolkit are two main criteria that IQAC maintains for continuous review of the teaching-learning process. The student's feedback forms are distributed to the students and collected by teachers to submit them together in the IQAC cell. The coordinators along with the expert members analyze and give reports and instructions to the concerned teachers accordingly.

- *E-learning facilitations:* The college strives to achieve excellence and provide quality education, with the best available resources. IQAC cell is encouraging, creating, and also disseminating knowledge through ICT methods- through the incorporation of e-learning methods, use of smart classrooms, PowerPoint presentations, and other effective tools for the benefit of the students.

**6.5.3 Quality assurance initiatives of the institution include:**

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

**Response:** C. 2 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## 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 keeping up with the tradition of the Institution, every year International Women's Day is celebrated on the 08th of March through multi-faceted programmes on Gender Equity and Justice in the College campus. Principally, some key lectures of those programmes are given by the selected faculties of the Institution side by side with atleast one invited speech of renowned local person of the area. The students happen to feel highly enthusiastic in conducting such programmes. The girls in particular play a vital role in conducting such programmes. Apart from lectures on International Women Day, few cultural renditions such as recitation, song and dance too form the itinerary. Sometimes, the College gets the opportunity to conduct Quiz programmes on Gender Equity and Empowerment. Some key features of the conducted Programmes across last Five Years:

##### **Enthusiastic participation of learners:**

Participation of the students in each and every programme are quite high.

##### **Predominance of girl students:**

Girl students in the campus exhibit their eagerness to learn more on the theoretical issue of gender equity from the learned speakers. They are also eager to know the programmes to reduce gender inequality both at the state and national level.

##### **Attraction to Cultural Programme synchronized with the main programme:**

In the cultural programme embedded with the main programme on gender equity, the students get very enthused to energise them by participation in the cultural programme directly and indirectly.

##### **Awareness on rights and responsibilities of Women:**

These programmes are catalytic to educate the students on the rights of women in dynamic society hand-in-hand with man and also they become

increasingly aware of the matching responsibilities in women in utilizing the conferred rights in the socially desired direction.

##### **Improvement in the sense of respect to women:**

Women should be respected to groom a gender neutral society and these programmes pave a way to the development gender aspect in a very amazing way. These have been frequently noticed in the reciprocal behaviour of boys and girls in the campus.

**Deceleration in the rate of women harassment and insultation:**

Truly speaking, the incident of women harassment have been reduced drastically due to the regular conduction of such types of programmes. Moreover, these has also affected the attitude and values of the mass on the gender issues in the neighbouring area from where the students have been hailing.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:**

Non-biodegradable wastes within the Iswar Chandra Vidyasagar College campus are managed by practicing the concept of **3Rs-Reduce, Reuse and Recycle**.

**Reduce:**

- a. Refillable water bottle with water from home is used instead of buying individual bottles of water.
- b. For additional requirement, large potable water containers in a reusable plastic container are kept at different locations in the College campus.
- c. Disposable water bottles and coffee cups are not in use within the College campus.

**Reuse:**

- a. Newspapers are used for packaging in the laboratories.
- b. Instead of plastic bags, reusable, environmentally friendly bags are also used in laboratories;
- c. Used Wrapping paper, plastic bags, boxes, lumber, thermocol etc. are reused again to prepare the Environmental Models by the students.

**Recycle:**

- a. Use of plastic water bottles as planters of seedlings
- b. Plant Weeds, foliage, leaf and trunks within the College campus are allowed to rot in their natural habitat thus providing the new saplings with organic composts.
- c. Old Printer cartridges used in the College are sent back to the manufacturers in bulk for recycling.

**Solid waste management:** Compost pits are spread across the College campus wherein biodegradable wastes are allowed to decompose.

**Liquid waste management:** Chemical wastes from the laboratories flows to the concrete pit lying underground.

**Biomedical waste management:** Not applicable

**E-waste management:** Not applicable

**Waste recycling system:** Not applicable

**Hazardous chemicals and radioactive waste management:** Not applicable

File Description	Document
Geotagged photographs of the facilities	<a href="#">View Document</a>

**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:** C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

**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:** C. 2 of the above

File Description	Document
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**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:** C. 2 of the above

<b>File Description</b>	<b>Document</b>
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>

**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:**

For promoting tolerance and harmony amongst all communities within the College campus, cultural programmes such as Freshers' Welcome, Annual Cultural Programme, Annual Sports Week, Saraswati Puja etc. are organized wherein all the students do actively participate.

Our admission process of the Institute is inclusive in the sense that it is neutral to gender, caste, religion and economic status of the students. Students of all shades and hues are encouraged to participate and happen to participate in all sorts of cultural, sports and awareness programmes. It's worth mentioning that in the Annual Cultural Programme and other sorts of similar programme, the tribal and non-tribal students participate with their own identities in order to represent diversity of the nation with much applause and recognition.

In the Annual Sports and its analogous programmes, the students with skills are encouraged to represent their skills in their performance and in these cases no stratification as such is made.

Encouragingly enough in the Students Union Council the representatives are nominated by the contesting students' organizations in keeping up with reasonable representations from all social strata. So it can be easily concluded that the institution is truly following an inclusive approach in all dimensions.

The environment of the College is very tolerant to sustain an inclusive environment. Cultural programmes



especially with the predominance of the tribal and other backward groups of the society lead to development of amity and harmony in a big way. There are no cases of any kind of intolerance and violence in the campus as noticed by the authority as such.

File Description	Document
Any other relevant information.	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### **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:**

The employers and students of the institution are sensitized to the basic constitutional elements for elevate their responsibilities, values and obligations to the constitution in the following way:

1. Every year Republic Day, Independence Day are celebrated with patriotic spirit and allegiance to the Indian Constitution. Some key speeches are specially rendered to attain that development.
2. Celebration of Indian Constitution Day and National Voters Day is of key importance. It is because in this day the features of the constitution are revisited and discussed at length.
3. In the syllabi of curriculum of political science (Honours and General levels) Indian Constitution finds its respectable niche to give deep insight on the Indian Constitution.
4. A special thrust is given at the Sixth Semester for special enrichment in the realm of Indian Constitution by incorporating a Soft Study Course on Indian Constitution and Planning. This syllabus is very elaborate and substantive for development of ideal citizenship amongst the educated younger generation.
5. In the Classrooms of Political Science, the rights and duties of citizens are discussed with pragmatic teaching. The complimentary of rights and duties of citizens is given special accent in analysing the overall theme of the Indian Constitution.
6. Out-campus agencies and organization are invited as and when it is feasible to organise some eye-opening programmes which facilitate to build up effective awareness to Indian Constitution among the learners.

### **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:** A. All of the above

File Description	Document
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

# A brief account of festivals/events/programmes, etc. organized by the ICVC campus in the last five years are given below.

**i) Title of the programme:** - Republic Day.

**A. Date of conduction:** - 26th January

**B. Role and importance of the programme:** - The celebration of republic day is of key importance for this largest democracy. Further, these promotes the solidarity and nation hoods among the Indian citizen across all gender caste community, religious and ages.

**ii) Title of the programme:** - Birth anniversary of Netaji Subhas Chandra Bose.

**A. Date of conduction:** - 23rd January

**B. Role and importance of the programme:** - This auspicious day strength for the iconic sacrifice and leadership of Netaji. He has virtually cracked the ominous vision of British roller to roll the Indian sub-continental over century. Netaji zeal and zest in the main sets of patriotic Indian.

**iii) Title of the programme:** - National youth day.

**A. Date of conduction:** - 12th January

**B. Role and importance of the programme:** - Swami Vivekananda is an internationally recognized philanthropist who has generated titanic influence across all the no can corner of the world.

**iv) Title of the programme:** - International youth day.

**A. Date of conduction:** - 8th March.

**B. Role and importance of the programme:** - For social sustainability gender equity is of pivotal important. International women day gives us opportunity focus on the injustices perpetrated to women counter parts of our society. A society can't flourish and move ahead without respecting the women in the befitting manner.

**v) Title of the programme:** - Independence Day.

**A. Date of conduction:** - 15th August.

**B. Role and importance of the programme:** - The Independence Day is the strategic day at which a new nation has come into existence from the tyranny of colonial British raj. It confers the nation with all types of freedom; political, economical and social. This day revives our memory for the heroes and martyrs of India freedom struggle movement.

**vi) Title of the programme:** - Saraswati puja.

**A. Date of conduction:** - As decided by almanac.

**B. Role and importance of the programme:** - The Saraswati puja festival represent the worship to Goddess Saraswati who is supposed to be deity of knowledge and wisdom in Hinduism.

**vii) Title of the programme:** - Birth anniversary of Rabindranath Tagore.

1. **Date of conduction:** - 25th Baishakh (according to Bengali calendar).

2. **Role and importance of the programme:** - Garudev is the most amazing versatile genius that the world has ever born. Celebration of Rabindra Janyanti promotes respect for culture, tradition, heritage, social bondage and patriotism in the campus.

**viii) Title of the programme:** - Kokborok day.

1. **Date of conduction:** - 19th January.

2. **Role and importance of the programme:** -Kokborok day is the celebration of Kokborok language with the sparsity festival accurse the tribal and non-tribal people of the state. This day promotes the importance of Kokborok language, literate, culture and heritage specially with in the tribals.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

#### BEST PRACTICES I

**Title of the Practice:** E-Learning

**Objective of the Practice:** Improve and enhance the quality of learning and teaching to be more efficient and effective.

**The Context:** Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but to inculcate rationale thinking and develop self sufficiency. E-learning holds particular relevance for the youth to gain competitive advantage and there is no other way to take education to new heights without the intervention of technology in 21st Century. E-Learning includes all the forms of electronically supported learning and Technology Enhanced Learning (TEL) aimed at providing socio-technical innovations, improving efficiency and cost effectiveness for learning practices and does has become an indispensable part for overall growth of an institution.

**Practice:** Taking cognizance with respect to significance of e-learning and reap benefits, the IQAC cell emphasised on creating awareness amongst the students in general and faculties in particular. E-Learning is seen as an integral promising way for improving the quality of teaching and effectiveness of learning. Therefore, Seventeen (17) days faculty training programme titled “*Information Technology and Digital Services (including Digital Payments and GST)*” at the college IT Laboratory was organised by National Institute of Electronics and Information Technology (NIELIT) in partnership with Ministry of Development of North Eastern Region (MDoNER), Govt. of India from 12/11/2018 to 29/11/2018. Use of android computing softwares like C Compiler and Tiny BASIC among physical science students in the college became a common affair that enhanced flexibility of learning experience. E-Learning also lead to the enhancement of quality in each department as faculties shared information and data through social media like whatsapp leading to innovative pedagogical methods, new ways of learning and interacting by easy sharing of ideas. Three faculties successfully completed online refresher programme under SWAYAM and students are encouraged to enrol themselves under various online certificate courses under NPTEL for overall academic development.

**Evidence of success:** The College have achieved substantial success vividly evident from student-Teacher bonhomie especially at Departmental level. The accomplishments can be summed up as follows:

- Teaching learning or Student-Teacher interaction become a 24×7 affair outside of a traditional classroom as sharing of ideas through e-learning method become effective at low marginal cost.
- E-knowledge opened up new vistas for the students as well as faculties giving flexibility of learning experience, enhanced access to information driving innovative and effective ways of learning reflected in preparation of Projects and Class assignments.
- Student's active participation in different workshops, Seminars, Debates etc. from the college became a regular phenomenon creating a new zeal to learn and share ideas among the student community.

### **Problems encountered and resources required:**

The main problem in implementing this project is insufficient fund and shortage of trained officials thereby dream of making all the college students aware about the importance of e-learning is still incomplete. The college has a computer laboratory for teaching of University prescribed syllabus but limited infrastructure hinders in imparting e-knowledge among the students. So, maintenance of a sound computer laboratory is not possible as it has no allotted fund by the Govt. for this purpose.

### **BEST PRACTICES II**

**Title of the Practice:** Green Campus

**Objective of the Practice:** Maintain the Green Campus drive within the College campus and arouse social consciousness of the College students and the society.

**The Context:** Green campus drive is an initiative that contributes to protect the environment of a defined area. A clean and vigorous environment supports effective learning and provides a conducive learning environment. Various efforts do exist to address the different environmental education issues. Amongst them, green audit is the most efficient and ecological way to manage the environmental problems. It is a kind of professional care that forms the responsibility of each individual who form the part of economic, financial, social and environmental factor.

**Practice:** The ICV College campus is lush green with gardens, lawns, flowers, shrubs and age old trees. An initiative to maintain the Green Campus within the ICV College was taken up by the Faculties and College students of ICV College, Belonia. Department of Botany of the College has named all the flora of the campus. Important days like World Environment Day and World Ozone Day etc. are observed through plantation programmes, processions with placards, banners etc. to create awareness in environment protection and conservation. The College observed Swach Bharat Abhiyan in which around 100 number of more saplings were planted within the College campus. The students initiated the process of protecting age old trees by tagging them and protecting the new saplings with Plant Guards. The Environmental Science Department of the College has declared the entire College as a 'No Plastic Zone'. Rain water is harvested and collected in a pond at the far end of the College playground. Non-biodegradable and electronic waste and toxic materials are regularly disposed of.

### **Evidence of success:**

1. Planting and caring of trees is done in and around the campus.

2. The College has turned lush green with gardens, lawns, flowers, shrubs and age old trees.
3. The College has been declared as 'No Plastic Zone'.
4. Disposal of wastes are done in a systematic way.

#### Problems encountered and resources required:

The main problem in implementing this project is the lack of one's desire to shoulder the social responsibility towards the society and environment. Thus, there is a need for massive awareness amongst the College students who in turn can spread the message across all sections of the society. There lies however a severe fund crunch in organising such programmes pertaining to environmental issues. The issues however if dealt with in a more pragmatic manner can go a long way in addressing the issues and contributing more to the welfare of the society.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices in the Institutional web site	<a href="#">View Document</a>

### 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:

Iswar Chandra Vidyasagar College was established on 22nd May, 1964. Concomitant with this event this college was the only farthest college lying in the far flung southern part of the State. The most people of the area have been illiterate and hapless migrants from erstwhile East Pakistan deprived from minimal standard of living. Standing on this juncture the College has come into its bare existence by the joint efforts initiated by the visionary people of the locality followed by the Government.

As per the vision statement of the college, main thrust area of Iswar Chandra Vidyasagar College has been to provide education to the rural students of the locality and adjoining areas. Faculty members from across the country form part and parcel of the College and are dedicated to fructify the principal vision of the institution into reality. To mention a few:

- Students are provided with latest information in the areas of their studies and also given necessary study materials. The College library has a good collection of books and journals for their facilitation.
- Limited numbers of ST and SC boys are given Hostel facility within the College campus.
- The College has good facility for games and sports and students have consistently given good performance in various sports disciplines across the state.
- College students take part in various social activities under the umbrella of NSS and NCC, which includes blood donation camp, plantation programme, anti-plastic campaign, different awareness programmes, etc. These activities groom a holistic development of the students. Students passed

out from the College often take admission in PG courses, D.El.Ed. and B.Ed. courses, and also take part in various competitive examinations and some of them get recruited successfully.

Their successes away from this campus are laudable *vis-a-vis* their economic & familial situations.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>

NAAC

## 5. CONCLUSION

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### Additional Information :

- ICVC is one of the largest colleges in terms of campus area within Tripura. The number of subjects offered and the number of admitted students are also among the top few colleges of the State.
- In terms of academic performance, the College has consistently maintained its position among the State's top colleges.
- As per the vision statement of the College, the main thrust area of Iswar Chandra Vidyasagar College has been to provide education to the rural students of the locality and the adjoining regions.
- Students are provided with the latest information in the areas of their studies and also given necessary study materials.
- The College library has a good collection of books and journals for their facilitation.
- Limited numbers of S.T. and S.C. boys are given Hostel facilities within the College campus.
- The College has a good facility for games and sports, and students have consistently given good performance in various sports disciplines across the State.

### Concluding Remarks :

No wonder the college is waded with an enlivening vision that is expected to come with stark reality beyond 30,s millennium.

The amazing campus in terms of both area and ecological richness can be slowly converted into a grooming university of South Tripura as the college is still the hub of undergraduate education in this area. The college has a rich heritage of grooming human resources within the rural setting. Moreover, the Belonia sub-division of the states of Tripura is very popular in generating a significant number of talented young stars who have excelled in technical education and profession in the rest of India. Probably it can be explained by the undying aspiration of the native to bless and emblazon their pragmatic young stars in the least possible way.

The international boundary of Bangladesh is at stone throwing distance. Thus any policy deals of India for the developmental tempo of NER with Bangladesh will, in an unflinching way, nurse and nurture the growth dynamics of the ICVC campus for mutual benefits and academic exposition. When the silver living of economic prosperity booms largely on the horizon of Tripura, both the state and the Union will come in a big way to provide a plan of expression of college into something bigger entity like university. The state of Tripura has a plurality of Tribal culture and heritage along with a variety of handicrafts. Its worth mentioning that the mushroom cultivation, rubber processing along with other agro processing industries need some University curricula for flourishing. These will facilitate to launch of new vocational courses in the campus.

Moreover, comparative literature between Bengali and other Tribal languages has flourishing prospects lacking the ICVC campus. The vision of today will be the reality over the decade to come. The ICVC will find herself down the memory lane. A new university with a new resource and reputation will rule the academia for centuries.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
2.1.2	<p><b>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)</b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1579</td> <td>1468</td> <td>1497</td> <td>1333</td> <td>1254</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1579</td> <td>1768</td> <td>1497</td> <td>1333</td> <td>1254</td> </tr> </tbody> </table> <p>Remark : Input edited referring supporting documents</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1579	1468	1497	1333	1254	2020-21	2019-20	2018-19	2017-18	2016-17	1579	1768	1497	1333	1254
2020-21	2019-20	2018-19	2017-18	2016-17																	
1579	1468	1497	1333	1254																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1579	1768	1497	1333	1254																	
2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )</b></p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 48 Answer after DVV Verification: 46</p>																				
2.4.2	<p><b>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)</b></p> <p>2.4.2.1. Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>																				

2020-21	2019-20	2018-19	2017-18	2016-17
13	11	14	14	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	11	14	14	12

Remark : Input edited as provisional certificates of PhD degree can not be considered

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 : 368.943

Answer after DVV Verification: 320.283

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	03	02	02	04

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	00	00	01

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

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 19

Answer after DVV Verification: 15

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
11800	0	9730	90089	728356

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.11800	0.21275	0.09730	0.95989	7.28356

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 : 2301

Answer after DVV Verification: 68

Remark : Input edited referring data uploaded by HEI

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	8	3	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	8	2	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
01	04	10	14	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	04	8	10	5

6.3.4	<p><b>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 ).</b></p> <p>6.3.4.1. <b>Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>5</td> <td>35</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>5</td> <td>35</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Remark : Input edited referring certificates of FDP</p>	2020-21	2019-20	2018-19	2017-18	2016-17	10	5	35	5	5	2020-21	2019-20	2018-19	2017-18	2016-17	10	5	35	5	4
2020-21	2019-20	2018-19	2017-18	2016-17																	
10	5	35	5	5																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
10	5	35	5	4																	

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2879</td> <td>2751</td> <td>2751</td> <td>2751</td> <td>2751</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3358</td> <td>3438</td> <td>3438</td> <td>3438</td> <td>3438</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	2879	2751	2751	2751	2751	2020-21	2019-20	2018-19	2017-18	2016-17	3358	3438	3438	3438	3438
2020-21	2019-20	2018-19	2017-18	2016-17																	
2879	2751	2751	2751	2751																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
3358	3438	3438	3438	3438																	
2.1	<p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>45</td> <td>51</td> <td>57</td> <td>58</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2020-21	2019-20	2018-19	2017-18	2016-17	48	45	51	57	58										
2020-21	2019-20	2018-19	2017-18	2016-17																	
48	45	51	57	58																	

2020-21	2019-20	2018-19	2017-18	2016-17
46	45	51	57	58

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

Answer before DVV Verification : 45

Answer after DVV Verification : 44

3.3 **Number of Computers**

Answer before DVV Verification : 95

Answer after DVV Verification : 64

NAAC