



# **SELF STUDY REPORT**

**FOR**

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

**TRIPURA UNIVERSITY**

**TRIPURA UNIVERSITY (A CENTRAL UNIVERSITY) SURYAMANINAGAR  
WEST TRIPURA DISTRICT**

**799022**

**tripurauniv.ac.in**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Ever since its establishment in 1987, Tripura University has taken great strides in the fields of teaching and research. By imparting quality education to students from this region it is acting as acknowledged centre of empowering people. The picturesque beauty of the University campus in a semi-urban setting in a pollution free environment provides the right academic ambience for teaching and learning. Tripura's indigenous art forms, cultural mores and traditional practices are a matter of immense pride; its rich resources, gifted and industrious people are an asset for the state and the country. Tripura University, in all its endeavours, has taken special care to safeguard and enrich them. As a dual-mode University, this Higher Education Institution is not only providing educational support to the newly aspiring youths, but also extending its educational support to the unemployed and the socio-economically deprived of the state and the region. At present there are two faculties, fortyfour Departments and four Centres of Study in the University along with four departments under the Directorate of Distance Education. The future plans of the University include expansion of the campus and immediate installation of ICT enabled classrooms in all the departments, more hostels for men and women, including research scholars hostels, improved canteen facilities, more guest houses and adequate accommodation for faculty and non-teaching staff, incorporation of modern technological tools and facilitating multimedia enabled interactive teaching- learning. The University is gradually migrating to a paperless administration through introduction of e-governance in every sector, endorsing an eco-friendly and efficient system. Even the preparation of this SSR Report was based on online feedbacks from stakeholders endorsing a new paperless work culture, thus saving conventional resources and energy.

The way ahead is long and arduous, the resources modest, but an unfaltering spirit and determination to 'never to yield' inspires Tripura University to continue its "pursuit of excellence" in this remote landlocked topography of India.

### **Vision**

To develop conscientious citizenry in the 'Knowledge Society' for sustained peace, prosperity and cultural preservation through innovative methods, inclusive approaches and quality-driven equitable higher education.

### **Mission**

To become a beacon of change through interdisciplinary and multi-disciplinary learning; for creation of a peaceful and prosperous knowledge community by investing in character building, work ethics and promoting problem-solving skills of the people for a self-sustaining society. In a dynamic society, the University aims to achieve all the objectives enshrined in its Act by cultivating an environment of excellence and accomplishment in teaching, research and innovation in pure and applied learning through advanced pedagogy using ICT enabled technical platforms. Additionally, in tune with successive National Education Policies and Reforms Package, the Tripura University aims to enhance quality research and peer-reviewed outputs of the scholars and faculty members.

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

### Institutional Strength

- Only and oldest Central University in the state of Tripura
- This is the only University in the State offering distance learning programs through Directorate of Distance Education and also providing affiliation to most of the colleges within the state. Programs offered by the university in various disciplines are based on quality, progressive and up-to-date curriculum through latest technology to all sections of the society
- CBCS with an option to choose courses from other departments
- Credit transfer from MOOCs
- Curricula designed to address the employment requirements of students
- Strong students' enrollment from heterogeneous socio-economic, educational and cultural backgrounds
- Participatory and experiential learning to enable and empower the students
- Faculty members from various States with good academic record
- ICT enabled classrooms, seminar halls, labs, On-/Off-campus access of library e-Resources, sports facilities
- IT enabled infrastructure, online facilities for e-learning
- Well-defined Research, Innovation and Consultancy Policy
- Research projects from various prestigious agencies in the last five years
- State of the art Central Instrumentation Facility
- Quality publications by our faculty in high-impact journals Eminent awardees: President's Visitor Award for innovation, Fulbright fellowship; name of scholars amongst top 2% scientists of the world (Stanford University, 2020)
- Good number of collaborations, MoUs with various organizations in research, innovation, entrepreneurship
- ICT enabled classrooms, seminar halls, labs, On-/Off-campus access of library e-Resources, sports facilities.
- Library facilities technologically fit to cater to students' need; vast stock of text books, references, journals and e-resources; remote access facilities
- Wifi and LAN enabled campus; advanced systems and network equipments; student-computer ratio - 4:1
- Well-defined policy on maintenance of campus infrastructure
- Well-defined policy for implementation of online admission, fee payments, form fill-up for examination, prompt refund
- Provision of Scholarships for majority of students
- Coaching for competitive examinations; large number of graduates qualifies in Tripura Civil Services and JRF, NET, SET, GATE
- Vibrant Alumni Engagement Cell
- Transparent system of evaluation
- Ensuring gender equity; adopting solar energy for Eco-friendly Campus
- University is situated in biodiversity hotspot

### Institutional Weakness

- The innovation ecosystem of the Institute is striving continuously to uplift its current scenario and various activities have recently been taken up especially by the MHRD Institute Innovation Council to

improve the ecosystem with currently gets very less funding

- Limited number of faculty members
- Due of lack of fund seed money could not be provided to the newly recruited faculty members
- Lack of Industry-Academia relations
- Monitoring and Evaluation system need be strengthened
- Inadequate land area restricts further expansion of infrastructural facilities
- ERP synchronizing all different aspects of student support system needs be developed
- Lower percentage of students getting on campus placement.
- Limited financial contribution from the alumni
- Lack of proper incentives for achievers, lack of adequate welfare measures and fringe benefits
- Complete e-governance yet to be achieved
- Lack of funds from other than Government sources
- Lack of adequate manpower for effective monitoring
- Management of liquid waste and bio-medical waste is yet to be implemented

### **Institutional Opportunity**

- Introduction of value added courses
- Regular implementation of students' feedback system
- Attract more students from outside Tripura
- Improvement of residential facilities for students, staff and faculties
- Increasing scope of work in interdisciplinary research
- Implementation of NEP 2020
- Offering program for employability of students
- Exchange programs, collaborations with other institutions in India and abroad
- Industry-Academia exposure
- Development of E-contents on National E-Learning platforms
- Online issuance of certificates; mechanism for online evaluation; moving to digital verification
- Defining learning outcomes for all courses; Development of E-modules; MOOC courses
- Identifying problems and solving with technological interventions
- Giving in-house recognition for the achievements of the researchers
- Tapping resources for research from funds earmarked for North East
- Attracting funds to conduct programs for extension activities.
- Strengthening industry-academia relations
- Installation of ramps/lifts in certain buildings; vertical expansion of infrastructure
- Expansion of library services and facilities like reading zone, discussion rooms, 24 x 7 access etc.
- Strengthening the placement cell
- Inducting alumni in the extended network of Tripura University to ensure more funds
- Enhancing participation of all stakeholders in decision making processes by creating proper avenues
- Implement various provisions in the Tripura University Act, Ordinance and Statutes provide for stakeholders' participation
- Extending welfare measures such as employees' cooperative, cashless treatment scheme etc. Increasing the frequency of Faculty Development Programs
- Employ appropriate and available software and technical knowhow
- Implementation of real time monitoring through Enterprise Resource Planning (ERP)
- Implementation of zero-waste management system in the campus

## Institutional Challenge

- Inadequate number of MOOC courses available for the PG programs offered by Tripura University
- Lack of enthusiasm among students to take up value added courses as they are non credit courses
- implementation of Feedback into policy
- Absence of adequate residential infrastructure, limited land area, providing diversified amenities to cater to students demand
- Recruitment of regular faculty positions
- Maintaining security system and in implementing online evaluation
- Clearly defined Learning Outcomes for Courses and Programs
- Inadequate research infrastructure, lack of technical manpower etc.
- Recruiting the best human resource suiting the research needs and requirements
- Inadequate generation of IRG
- Limited availability of technical manpower to operate sophisticated equipment. More high quality infrastructural facilities are necessary. More collaborative research works need be encouraged
- Looking for industries interested to extend helping hands for consultancy needs
- Lack of trained manpower to implement such programs
- Additional Infrastructure/land, Ranking, Autonomy
- Limited availability of funds and space
- Architectural design of old buildings
- Rapid development in technology and information system discouraging users to physically visit the library
- Maintenance of existing IT infrastructure
- Raising external funds
- Developing a clear policy for utilizing the Internal Revenue
- Creation of placement opportunities in spite of lack of large industries
- Need of fund for students activities
- Reviving the contacts of TU alumni
- To bring vision and effective leadership at a convergence
- Reluctant participation from stakeholders
- To realize all these within operational constraints
- To develop strategic tie-ups with reputed non-government entities
- To develop an internal mechanism that shall take care of periodic and appropriate training to ensure Internal Quality
- Installation of recycling plant

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The Curricula of the university are designed in the backdrop of the local resource base of the Northeastern region and Tripura in particular with the objective of situating it in the rich tradition of Indian learning and knowledge system. The students are encouraged to pick up the latest global trends and seek holistic development. Syllabus revision is undertaken periodically for adequate updation in every three to five years. Approximately, 30% of the programmes are revised annually. Moreover, the increasing number of programmes offered can be considered as an indicator of academic progression. It is worth mentioning that in the past five years, 23 new programmes have been introduced.

The focus of almost 44% of the courses is on employability and entrepreneurial skill development, as we desire to see our students as achievers in the job market and their respective careers. In the referred period, such courses have increased by 80% from 432 to 776, primarily due to increasing interface between the Academia and Industry as well as enhanced role of technology. In this regard, use of digital platforms in both Regular and Distance mode of learning is praiseworthy.

In the last five years, more than 49% of the existing 1520 courses have been introduced which is a pointer to the dynamism inherent in our academic framework. 70% of the programmes operate under the CBCS framework. Further, the course content of several programmes is founded on principles of professional ethics embedded in them.

Gender discrimination in any form is discouraged in every aspect of academic and campus activity. The students are urged to inculcate gender sensitivity and the curricula are formulated keeping in mind the gender-neutral character of the region. In tandem with the cultural spirit of the region, environment empathy and pursuit of sustainable development are core concerns in curriculum development in this University. Some departments have incorporated value-added courses for enhancing life skills and more than 37% of the students have undertaken different field projects/ research projects/ internships. The student feedback report attests to the claim that Tripura University is truly dedicated to the pursuit of excellence.

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

Tripura University attracts students from the socially weaker sections of society. Majority of the students represent the north eastern states especially Tripura, where the students who are economically disadvantaged, do not have the opportunity and resources to go to other parts of the country. The admission to various programmes is through advertisement in local, national dailies and Tripura University Website followed by a Tripura University Entrance test (TUET). The University follows UGC guidelines and norms of the Government of India. In those Departments, where substantial number of students are from socially weaker sections, more emphasis is placed on tutorials and personalized teaching. Students from vernacular medium are provided with utmost attention to improve their written and spoken English skills. Teachers combine traditional teaching methods with modern teaching aids. Pedagogical practices include use of skill labs, case studies, class-based seminars, presentations, laboratory-based learning for science courses; use of audio-visual; other ICT-based methods; project-based training/field studies; ICT enabled class rooms/laboratories to focus on more practical and participatory methods of teaching. The student-centric pedagogy encourages students to indulge in dialogue and discussion with teachers to facilitate interactive learning. Libraries are equipped with adequate textbooks, reference and archived materials, manuscripts and e-books and e-journals. All academic and administrative buildings within the campus are Wifi-enabled for 24x7 easy internet access of students and scholars. Remedial measures for slow learners are adopted to support weak students under guidance of experienced faculty. The Choice Based Credit System (CBCS) offers the students a range of courses, both within their respective departments as well as in other departments as per their desire and needs. Students are assessed on a continuous basis, comprising of written examinations, class seminars, tests and assignments, giving them ample opportunity to reform and improve. The entire process of student admission, administration and fee payments at Tripura University is conducted in online mode, enabling the students from remote areas to access information, get admitted and pursue the academic programmes in a hassle-free environment. All these and more are contributing significantly in making Tripura University at par with other best institutions of the country.

## Research, Innovations and Extension

Tripura University is committed to excel in research, innovation and extension by its stakeholders to help in Nation Building. Tripura University has an active Research & Innovation Policy along with a Consultancy Policy in support of the same. Tripura University has been actively involved in developing its ideas in collaboration with other already established incubation centres under various programs and in addition to it Tripura University has also been recently funded by MSME to develop an Incubation centre. The IPR related supports are being provided by partner IP Attorney Firm. The institute has an active cutting-edge research facility in the form of Central Instrumental Centre, media laboratories etc. Various departments have also been sponsored by DST-FIST, UGC-SAP etc. and some faculty members have received huge research funding worth several crores from various funding agencies. Such initiatives have helped to increase the number of Ph.D. students to more than 250 and recruit close to 300 research fellows under different projects/schemes leading to publication of around 724+ Scopus indexed Journals/Books/Book Chapters with an h-index of 24 and research books/book chapters/conference proceedings/collaborations and production of a good number of patents during the last five years. This number has been found to have been increasing progressively during each passing year proving the constructive and encouraging research & innovation environment developed in the campus. Significant number of Non-NET fellowships are provided to the Ph.D. students annually to support and encourage them to take research as a career. Around 24 prestigious awards have also been received by the faculty and students including a faculty member being one of the top 2% scientists in the world as per Stanford University's list and a winner of President's Visitor Award in addition to awards like Fulbright fellow etc. The institute has also taken care to duly acknowledge their achievements. Our teachers have been actively engaged in developing various E-Contents, organizing conferences/workshops/skill-based courses along with an active extension activity including adopting and uplifting adopted villages, organizing blood donation drives etc. for which a student has also received a prize from Hon'ble President of India in addition to various awards students have received in this matter.

## Infrastructure and Learning Resources

The University has over the years created a conducive physical ambience and adequate facilities for high quality teaching, learning, research and innovation, which include classrooms equipped with ICT facilities; Central Instrumentation Facilities; state of the art library; seminar hall; laboratories, computational infrastructure and allied services. The University has adequate number of hostel for students. There are a total of 113 classrooms. The University buildings are equipped with disabled-friendly washrooms, ramps, tactile paving, and elevators (wherever required). The University has its own 33/11 KVA power sub-station to provide uninterrupted power to the whole campus of the University. As a part of its green initiatives, the University generates electricity through Solar Power. The Central library is fully computerized using ILMS-KOHA software. All online databases subscribed by the University and e-Sodhganga are available to students through remote access. The library extensively promotes use of open access through library orientation programs among students, faculty and staff and encourage further use of India's National Digital library for teaching and learning effectively. The Manuscript Conservation and Preservation Centre (MCPC), under the able stewardship of Central Library, is one of the unique centres in the North-East region, where more than 160 old and rare manuscripts have been collected and preserved. The university has a health centre with 24x7 ambulance facility. The university has sports facilities that include a Volleyball Court, Football Ground, Basketball Court, Lawn Tennis, Badminton Court, Netball Court, Kabaddi Court, Kho-Kho Court, Cricket Ground, Yoga Hall, Judo Hall, 200 mtr Track, Fitness Center (Gym), Changing Rooms for Men & Women, Washroom for Men & Women, etc. The computational infrastructure currently comprises of 1 GBPS fibre-based, expandable network connections to connect to NKN and the internet. All University buildings are Wi-Fi enabled, where internet

connectivity can be accessed 24x7. The university nourishes socio-cultural values among the students for inculcating a rich sense of Indian heritage and diversity through conduct of various cultural events throughout the year through different clubs. Tripura University rigorously follows all Rules and Regulations in sustaining a healthy academic and campus environment.

### **Student Support and Progression**

Tripura University has been functioning and promoting students to enhance the quality of human resource. Over the years, numerous steps have been initiated and implemented to provide the best services to the students. Some of the important units involved in providing support to the students include Equal Opportunity Cell, Engagement of Coordinator (International relations) for academic collaborations, faculty and student exchange programmes, Internal Complaint Committee (Prevention, Prohibition and Redressal of Sexual harassment), Cell for Covid-19 Pandemic, Placement Cell etc. These supporting units are working for enhancing psychosomatic development of the students' community at large. The concerned office under the Dean of Students' Welfare plays a pivotal role in coordinating with the academic section to make the students aware of various scholarship schemes offered by the Central and State government. Career counselling sessions and mentorship programmes for various competitive examinations are conducted to benefit students' for securing placements. Tripura University also organizes various training programmes on soft skills, language and communication skills, life skills for building, developing and enhancing the employability skills among the students. Students are encouraged to enroll themselves in NSS and participate in various society and community activities. Tripura University students have been awarded with prestigious prizes for participating in academic, sports, and cultural events at the University/State/National/International level.

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

The administrative hierarchies of Tripura University have never interfered with the autonomous functioning of the academic departments and have always been open to suggestions for the larger benefit of students and other stakeholders.

The University administration continuously pursues stock taking of infrastructural status for the ultimate objective of the upgradation of teaching, learning and research facilities attuned to recent trends and demands in career opportunities. The university administration ensures that teaching, learning, research and office administration are carried out effectively and seamlessly with the assistance of statutory bodies like the Court, the Executive Council, the Academic Council, the College Development Council, the Board of Faculty of Studies and the Finance Committee, besides bodies such as the Board of Undergraduate and Postgraduate Studies.

Appointment and Service rules too are efficiently and strictly maintained and implemented by the authority to ensure transparency and probity.

Annual Performance Appraisal Reports for teaching and non-teaching staff are regularly maintained by the office both at the departmental and administrative levels. The Internal Quality Assurance Cell (IQAC) plays a significant role in regularly reviewing, assisting and monitoring faculty members of all departments (twice a year), in conducting self-appraisals on the basis of Performance Indicators as directed by the UGC and other bodies. Faculty empowerment is ensured through regular Faculty Development Programs, Faculty Induction Programs for fresh recruits, and Refresher Courses for serving teachers, under the patronage of the



PMMMNMTT, Faculty Development Centre, Tripura University.

Tripura University has maintained strict probity in financial management, resource mobilization and optimum utilization through the active assistance and monitoring of the Purchase and Finance Committees. The office of the Internal Audit Officer also ensures strict adherence to rational disbursement and utilization of fund. Financial transactions of the university and grant utilizations from projects procured by faculty members are also subjected to internal and external audit for maintaining transparency. Regular academic and administrative audits are conducted to ensure quality and transparency.

To sum up, Tripura University is ever alert and proactive in governance, leadership and management both at the macro and micro levels of operation.

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

Tripura University, in sync with the egalitarian ethos of the northeast, has consciously tried to sustain a gender neutral academic and work environment in the campus, to make every stakeholder feel the safety and security of home, even while staying beyond the confines of home. The girl to boy ratio among the students has always been close to 50% over the years, which is a testimony to that. Being the seat of highest learning in the state, the University believed in its bigger responsibility in promoting an inclusive, harmonious and peaceful society by imparting moral values, spirit of tolerance and a sense of duty in its students. Courtesy a semi-urban idyllic setting, every new visitor to the campus is wonderstruck by the natural and aesthetic ambience of the campus, the moment one steps in. Long side walks around forest reserves, lakes with migratory birds, abundance of flower gardens take away the stress of out of academic activities. Initiatives like harnessing alternative sources of energy, proper waste management of degradable and non-degradable wastes, water conservation facilities, and promoting green campus are practiced for environment sustainability in the campus. The University celebrates national festivals, commemorative days and birth/death anniversaries of great Indian personalities while remembering their contributions and sacrifices in creating a modern India. The University encourages research on therapeutic properties of various medicinal plants, locally grown. Tripura University has implemented two practices within its campus with wide reaching impact and success. Creation of an environment for promoting a spirit of inquiry and inclusive learning by the Central Library among the University fraternity and Reclamation of Wastelands for production of organic fruits and vegetables through management of solid waste, generated in the University. Located in the hilly border state of Tripura with a rich cultural, historical and ethnic heritage, Tripura University takes care to promote and sustain the unique socio-ethnic fabric of the state through several extensive outreach programs. Being located in the second rubber capital of India, the University runs a program in Rubber Technology for imparting hands on training to students and artisans for sustenance and livelihood.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the University |   |
|------------------------------------|---|
| Name                               | TRIPURA UNIVERSITY  |
| Address                            | Tripura University (A Central University)<br>Suryamaninagar West Tripura District |
| City                               | AGARTALA  |
| State                              | Tripura   |
| Pin                                | 799022  |
| Website                            | <a href="http://tripurauniv.ac.in">tripurauniv.ac.in</a>                          |

| Contacts for Communication |                      |                         |            |              |                              |
|----------------------------|----------------------|-------------------------|------------|--------------|------------------------------|
| Designation                | Name                 | Telephone with STD Code | Mobile     | Fax          | Email                        |
| Vice Chancellor            | Ganga Prasad Prasain | 0381-2374801            | 9436122179 | 0381-2374802 | vc@tripurauniv.in            |
| IQAC / CIQA coordinator    | Binod Ch. Tripathy   | 0381-2374803            | 9864087231 | 0381-2379002 | director_iqac@tripurauniv.in |

| Nature of University |                    |
|----------------------|--------------------|
| Nature of University | Central University |

| Type of University |             |
|--------------------|-------------|
| Type of University | Affiliating |

| Establishment Details                        |            |
|--|------------|
| Establishment Date of the University         | 02-10-1987 |
| Status Prior to Establishment, If applicable | PG Centre  |
| Establishment Date                           | 01-01-1976 |

| <b>Recognition Details</b>   |             |                               |
|--|-------------|-------------------------------|
| <b>Date of Recognition as a University by UGC or Any Other National Agency :</b> |             |                               |
| <b>Under Section</b>   | <b>Date</b> | <b>View Document</b>          |
| 2f of UGC  | 01-01-1989  | <a href="#">View Document</a> |
| 12B of UGC   | 26-07-1989  | <a href="#">View Document</a> |

| <b>University with Potential for Excellence</b>  |    |
|--|----|
| Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC? | No |

| <b>Location, Area and Activity of Campus</b> |  |                  |                             |                                 |                               |                              |  |
|--|--|------------------|-----------------------------|---------------------------------|-------------------------------|------------------------------|--|
| <b>Campus Type</b>                           | <b>Address</b>   | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> | <b>Programmes Offered</b>     | <b>Date of Establishment</b> | <b>Date of Recognition by UGC/MHRD</b> |
| Main campus                                  | Tripura University (A Central University) Suryamaninagar West Tripura District | Semi-urban       | 97                          | 120000                          | UG, IMD, PG, PG Diploma, Ph.D |                              |  |

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

| Type of Colleges   | Permanent | Temporary | Total |
|--|-----------|-----------|-------|
| General  | 21        | 1         | 22    |
| Education/Teachers Training  | 2         | 3         | 5     |
| Engineering/Technology/Architecture/Design   | 3         | 6         | 9     |
| Fine Arts/Performance Arts/Visual Arts/Applied Arts  | 2         | 2         | 4     |
| Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences | 4         | 4         | 8     |
| Agriculture and Allied Disciplines   | 1         | 1         | 2     |
| Professional   | 1         | 1         | 2     |

#### Furnish the Details of Colleges of University

| Type Of Colleges                                  | Numbers |
|---|---------|
| Constituent Colleges                              | 0       |
| Affiliated Colleges                               | 52      |
| Colleges Under 2(f)                               | 0       |
| Colleges Under 2(f) and 12B                       | 25      |
| NAAC Accredited Colleges                          | 16      |
| Colleges with Potential for Excellence(UGC)       | 0       |
| Autonomous Colleges                               | 0       |
| Colleges with Postgraduate Departments            | 2       |
| Colleges with Research Departments                | 0       |
| University Recognized Research Institutes/Centers | 0       |

|  |       |
|--|-------|
| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | : Yes |
|--|-------|

| SRA program | Document                                      |
|-------------|---|
| AICTE       | <a href="#">106670_5421_1_1611051733.pdf</a>  |
| NCTE        | <a href="#">106670_5421_4_1611822152.pdf</a>  |
| PCI         | <a href="#">106670_5421_6_1598421573.pdf</a>  |
| DEB-UGC     | <a href="#">106670_5421_21_1611031223.pdf</a> |

### Details Of Teaching & Non-Teaching Staff Of University

| Teaching Faculty |           |        |        |       |                     |        |        |       |                     |        |        |       |
|------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|                  | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|                  | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned       | 49        |        |        |       | 75                  |        |        |       | 178                 |        |        |       |
| Recruited        | 3         | 0      | 0      | 3     | 25                  | 3      | 0      | 28    | 99                  | 30     | 0      | 129   |
| Yet to Recruit   | 46        |        |        |       | 47                  |        |        |       | 49                  |        |        |       |
| On Contract      | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 4                   | 2      | 0      | 6     |

| Non-Teaching Staff |      |        |        |       |
|--------------------|------|--------|--------|-------|
|                    | Male | Female | Others | Total |
| Sanctioned         |      |        |        | 191   |
| Recruited          | 112  | 31     | 0      | 143   |
| Yet to Recruit     |      |        |        | 48    |
| On Contract        | 8    | 2      | 0      | 10    |

| <b>Technical Staff</b> |             |               |               |              |
|------------------------|-------------|---------------|---------------|--------------|
|                        | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned             |             |               |               | 57           |
| Recruited              | 39          | 7             | 0             | 46           |
| Yet to Recruit         |             |               |               | 11           |
| On Contract            | 8           | 0             | 0             | 8            |

**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> |
|                              | 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.                        | 3                | 0      | 0      | 25                         | 3      | 0      | 89                         | 24     | 0      | 144          |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 10                         | 6      | 0      | 16           |

| <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      | 2                          | 1      | 0      | 3            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 1      | 0      | 3            |

| Part Time Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        | Total |
|                       | 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     |

**Distinguished Academicians Appointed As**

|                    | Male | Female | Others | Total |
|--------------------|------|--------|--------|-------|
| Emeritus Professor | 0    | 0      | 0      | 0     |
| Adjunct Professor  | 1    | 0      | 0      | 1     |
| Visiting Professor | 0    | 0      | 0      | 0     |

**Chairs Instituted by the University**

| Sl.No | Name of the Department  | Name of the Chair | Name of the Sponsor Organisation/Agency |
|-------|-------------------------|-------------------|---|
| 1     | Department of History   | Gandhi Professor  | Not Applicable                          |
| 2     | Department of Bengali   | Tagore Professor  | Not Applicable                          |
| 3     | Department of Economics | Netaji Professor  | Not Applicable                          |

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

| Programme   |        | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|--------|--|----------------------------|--------------|------------------|-------|
| UG  | Male   | 190  | 5                          | 0            | 0                | 195   |
|   | Female | 136  | 2                          | 0            | 0                | 138   |
|   | Others | 0  | 0                          | 0            | 0                | 0     |
| PG  | Male   | 1257                                       | 146                        | 0            | 3                | 1406  |
|   | Female | 1529                                       | 149                        | 0            | 5                | 1683  |
|   | Others | 0  | 0                          | 0            | 0                | 0     |
| PG Diploma recognised by statutory authority including university | Male   | 22   | 0                          | 0            | 0                | 22    |
|   | Female | 28   | 0                          | 0            | 0                | 28    |
|   | Others | 0  | 0                          | 0            | 0                | 0     |
| Doctoral (Ph.D)   | Male   | 175  | 50                         | 0            | 2                | 227   |
|   | Female | 131  | 34                         | 0            | 1                | 166   |
|   | Others | 0  | 0                          | 0            | 0                | 0     |

|   |     |
|---|-----|
| <b>Does the University offer any Integrated Programmes?</b> | Yes |
| <b>Total Number of Integrated Programme</b>                 | 11  |

| Integrated Programme | From the State where university is located | From other States of India | NRI students | Foreign Students | Total |
|----------------------|--|----------------------------|--------------|------------------|-------|
| Male                 | 257  | 3                          | 0            | 1                | 261   |
| Female               | 286  | 2                          | 0            | 2                | 290   |
| Others               | 0  | 0                          | 0            | 0                | 0     |

**Details of UGC Human Resource Development Centre, If applicable**



|  |            |
|--|------------|
| Year of Establishment                                  | 01-09-2016 |
| Number of UGC Orientation Programmes                   | 4          |
| Number of UGC Refresher Course                         | 6          |
| Number of University's own Programmes                  | 1          |
| Total Number of Programmes Conducted (last five years) | 11         |

**Accreditation Details**

| Cycle Info | Accreditation | Grade | CGPA  | Upload Peer Team Report  |
|------------|---------------|-------|-------|--|
| Cycle 1    | Accreditation | C+    | 63.05 | <a href="#">NAAC Cycle 1 Certificate and Report-compressed.pdf</a>   |
| Cycle 2    | Accreditation | B     | 2.63  | <a href="#">Cycle2certificate and peerteam report compressed.pdf</a> |

**Provide the Following Students Details**

|  |             |
|--|-------------|
| <b>Total Number of Students in Distance Learning</b>   | <b>6442</b> |
| <b>Total Number of General Students in Institution</b> | <b>3796</b> |

## Extended Profile

### 1 Program

#### 1.1

*Number of Programmes offered year wise for last five years (face-to-face only)*

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 69                                      | 59      | 59                            | 59      | 52      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

*Number of departments offering academic programmes (face-to-face only)*

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 44                                      | 41      | 40                            | 40      | 35      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.3

*Number of Programmes offered by DDE year-wise for last five years*

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 4                                       | 4       | 4                             | 4       | 4       |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

### 2 Students

#### 2.1

*Number of students year - wise during the last five years (face-to-face only)*

|   |         |                               |         |         |
|---|---------|-------------------------------|---------|---------|
| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
| 2843                                    | 2769    | 2750                          | 2481    | 2223    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**2.2*****Number of outgoing / final year students year - wise during the last five years (face-to-face only)***

|   |         |                               |         |         |
|---|---------|-------------------------------|---------|---------|
| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
| 1097                                    | 1111    | 1135                          | 944     | 669     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**2.3*****Number of students appeared in the University examination year wise during the last five years (face-to-face only)***

|   |         |                               |         |         |
|---|---------|-------------------------------|---------|---------|
| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
| 3016                                    | 2804    | 2841                          | 2570    | 2285    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**2.4*****Number of revaluation applications year - wise during the last 5 years (face-to-face only)***

|   |         |                               |         |         |
|---|---------|-------------------------------|---------|---------|
| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
| 1                                       | 6       | 3                             | 3       | 1       |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**2.5*****Total Number of learners in DDE year wise over the last five years.***

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 3535                                    | 3006    | 2834                          | 2803    | 2685    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

### 3 Teachers

#### 3.1

*Number of courses in all Programmes year - wise during the last five years (face-to-face only)*

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1549                                    | 1464    | 1433                          | 1286    | 1106    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 3.2

*Number of full time teachers year - wise during the last five years (face-to-face only)*

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 154                                     | 161     | 178                           | 175     | 167     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 3.3

*Number of sanctioned posts year - wise during the last five years (face-to-face only)*

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 302                                     | 302     | 274                           | 274     | 274     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 3.4

*Number of full time teachers and other academics in DDE year - wise during the last five years*

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 6                                       | 6       | 6                             | 9       | 9       |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

## 4 Institution

### 4.1

*Number of eligible applications received for admissions to all the Programmes year - wise during the last five years (face-to-face only)*

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 5327                                    | 6039    | 4874                          | 5550    | 3712    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

### 4.2

*Number of seats earmarked for reserved category as per GOI/State Govt rule year - wise during the last five years (face-to-face only)*

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1309                                    | 1060    | 1011                          | 994     | 886     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

### 4.3

*Total number of classrooms and seminar halls in conventional departments (face-to-face only)*

**Response: 121**

### 4.4

*Total number of computers in the campus for academic purpose (face-to-face only)*

**Response: 336**

### 4.5

**Total Expenditure excluding salary year - wise during the last five years (INR in Lakhs) (face-to-face only)**

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 5327                                    | 6039    | 4874                          | 5550    | 3712    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**4.6****Total number of rooms and seminar halls at DDE****Response: 13****4.7****Total expenditure of the DDE excluding salary year - wise for five years (INR in Lakhs).**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 95.95   | 174     | 905     | 165     | 94      |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

Since its establishment in 1987, Tripura University has identified a set of key goals and objectives to address the special academic and professional concerns of students and researchers of this region in particular, which has remained landlocked and separated from the mainland since decades. Adopting multi-dimensional strategies, straddling between intellectual, theoretical and practical approaches to teaching, learning and research, the curricula of Tripura University have both consistently drawn from course structures of Universities across India, and also designed special programs unique to the multi-ethnic, multi-cultural and multi-lingual identity of the region – rich in both cultural and natural resources. Tripura University has been a pioneering centre of higher learning in this region which has been a front-runner in the introduction of vocational programs suited to the ecology and bio-diversity of the State. Bamboo and rubber, both being unique assets in the region, the University has designed special vocational programs to tap and identify new academic and professional territories, which have opened new vistas in higher academia in the region. Tripura University graduates, postgraduates and doctorates, nurtured with both regional specificities and national/global academic standards, thus become endowed with holistic personalities, equipped with skills suited to the evolving employment scenario of the region.

Owing to its geographical location, Tripura University has taken care to invest a major component of its curricula to address rural and ethnic livelihoods and resources in the state of Tripura and the North-East. After the University was upgraded to the status of a Central University in 2007, “Rural Management and Development” was institutionalised to address this unique geo-spatial identity of the state. Since then, the programs offered by the Department of Rural Studies have been fostering a syncretic approach to both theory and praxis in the discipline of Rural Studies. This is well-reflected in the University's policy to adopt local villages around the Campus, as part of the culmination of a program-specific outcome. Programs like “Master’s in Rural Studies”, Integrated Master’s Degree in Rural Studies and Ph.D., have consistently inspired students, researchers and people at large in the region, fulfilling Tripura University’s objective to promote syncretic teaching, learning and research.

Tripura University has moved ahead in the recent times in introducing emerging areas of knowledge such as Molecular Biology and Bio-Informatics, Rubber Technology, Bamboo Cultivation and Resource Utilization, Chemical and Polymer Engineering, Journalism and Mass Communications and Film and Video Productions, besides Information Technology, Computer Science and Management Studies, to cater to the demands of industry in a rapidly transforming India of the 21st century.

The University provides autonomy to all Departments and Faculties for updation of existing curricula to incorporate latest trends in the respective fields of study for both Core and Elective courses within the framework of the Choice Based Credit System (CBCS).

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

**Response:** 39.22

#### 1.1.2.1 How many Programmes were revised out of total number of Programmes offered during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 34      | 19      | 17      | 17      | 33      |

#### 1.1.2.2 Number of all Programmes offered by the institution during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 69      | 64      | 59      | 60      | 54      |

| File Description                                       | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting       | <a href="#">View Document</a> |
| Institutional data in prescribed format                | <a href="#">View Document</a> |
| Details of Programme syllabus revision in last 5 years | <a href="#">View Document</a> |

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

**Response:** 43.96

#### 1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 776     | 600     | 568     | 489     | 432     |



| File Description   | Document                      |
|--|-------------------------------|
| Programme/ Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any                                  | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |

**1.1.4 Percentage of the Programmes on offer by DDE have incorporated electronic media and other digital components in their curriculum over the last five years**

**Response:** 88.48

**1.1.4.1 Total number of the Programmes on offer by DDE have incorporated electronic media and other digital components in their curriculum over the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4       | 4       | 4       | 4       | 5       |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Details of Programmes incorporating electronic media and other digital components offered by DDE year wise over the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

**1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.**

**Response:** 48.01

**1.2.1.1 How many new courses were introduced within the last five years.**

**Response:** 747

**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.**

| Response: 1556                                   |                               |
|--|-------------------------------|
| File Description                                 | Document                      |
| Minutes of relevant Academic Council/BOS meeting | <a href="#">View Document</a> |
| Any additional information                       | <a href="#">View Document</a> |
| Link for additional information                  | <a href="#">View Document</a> |

| <b>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b> |                               |
|---|-------------------------------|
| Response: 98.55   |                               |
| <b>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</b>   |                               |
| Response: 68  |                               |
| File Description  | Document                      |
| Minutes of relevant Academic Council/BOS meetings   | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

### 1.3 Curriculum Enrichment

|  |
|--|
| <b>1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b>  |
| <b>Response:</b>   |
| <p>In Tripura University's pursuit of excellence, a key objective is to ensure holistic development of the students. Without integral development of mind, body and soul, a student's preparedness for entry into the professional life is inadequate and incomplete. Keeping this philosophy in mind, Tripura University has incorporated aspects of professional ethics, gender sensitivity, environmental consciousness and concern for human values in the course content in its academic programs. In the true spirit of democracy, diversity and religious tolerance, festivals like Republic Day, Independence Day, Vasant Panchami, Dol Purnima, Shaheed Diwas, Gandhi Jayanti, Yuva Divas etc. are celebrated in the Campus.</p> <p>Elective courses on Indian Ethics, Western Ethics, Business Ethics, Good Governance and Rural Development, Human Rights, Media Laws and Ethics, etc. are offered to the students in addition to the core courses for inculcating ethical values.</p> <p>Over the last few years, the University has made concerted attempts to live up to the Government of India's expectations on inculcating values of cleanliness, and character building among students, through</p> |

regular implementation of programs such as *Swachhta Pakhwaras*, *Ek Bharat Shrestha Bharat*, *Vigilance Awareness Week*, to name a few. Moreover, the Women's Study Centre organises regular programs to sensitize students on issues of gender neutrality in the Campus.

There are specific courses offered across disciplines in Social Sciences and Humanities to promote theoretical and practical aspects of Gender Studies. Specific courses like Gender and Society, Gender in Literature, Women, Law and Rights, Rural Women and Children, Women, Work and Empowerment have been included in the curricula with the objective of promoting notions of gender equality and neutrality in young minds.

The students are encouraged to espouse human values with a view to promote their holistic development. The conventional Indian education system has been oriented towards overall growth of human being and not just towards material pursuits. To promote the same Tripura University encourages courses on Value Education, Value and Environmental Education, *Dharmasastra* etc. which have substantial acceptance among the students of the postgraduate programs.

Moreover, environmental awareness is part of the syllabi of several disciplines and programs. Biodiversity and Conservation, Environment and Resource Economics, Environmental Psychology, Forest Resource Management, Forest Ecology, Environment and Green Chemistry; Microbial Ecology, etc. are offered by the departments of Life Sciences.

The curricula offered by the Faculties of Science and Social Sciences include contents that empower the students to be aware of Sustainable Development, Inclusive Rural Development, Organic Farming for Sustainable Agriculture, Resources and Disaster Management, Macroeconomics and Business Environment, Good Governance and Rural Development, Forest Protection, Biodiversity and Biotechnology, Agroforestry, Rural Entrepreneurship and Business Plan, Rural Development and Planning, Natural Resources and Environment Management. These are few of the courses being taught at Tripura University to cater to the objective of sustainability of the society, nation and globe at large.

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

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

**Response:** 2

#### 1.3.2.1 How many new value-added courses are added within the last five years.

**Response:** 2

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format                        | <a href="#">View Document</a> |
| Brochure or any other document relating to value added courses | <a href="#">View Document</a> |

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 0.34

#### 1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 16      | 0       | 0       | 25      |

### 1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

**Response:** 30.14

#### 1.3.4.1 Number of students undertaking field projects or research projects or internships.

Response: 857

| File Description  | Document                      |
|---|-------------------------------|
| List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template) | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 1.4 Feedback System

### 1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

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

| File Description  | Document                      |
|---|-------------------------------|
| Action taken report of the University on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View Document</a> |

**1.4.2 Feedback processes of the institution may be classified as follows:****Response:** C. Feedback collected and analysed

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| URL for feedback report                 | <a href="#">View Document</a> |

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Demand Ratio (Average of last five years)

**Response:** 2.53

##### 2.1.1.1 Number of seats available year wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1988    | 2454    | 2006    | 1919    | 1682    |

#### File Description

#### Document

Demand Ratio (Average of Last five years) based on Data Template upload the document

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 90.84

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 859     | 952     | 908     | 927     | 1025    |

#### File Description

#### Document

Average percentage of seats filled against seats reserved (Data Template)

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.3 Average percentage increase in the enrolment of learners in the DDE over the last five years

**Response:** 6.8

##### 2.1.3.1 Number of learners with fresh Enrolment Admission into next semester (re-registration), year -

*wise during last five years.*

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 4877    | 4262    | 3927    | 1153    | 1122    |

### 2.1.3.2 Total enrolment of DDE in the preceding academic year, year-wise during last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 3535    | 3010    | 2835    | 2803    | 2685    |

### 2.1.3.3 Number of increase / decrease in the enrolment of learners in the DDE year - wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 525     | 175     | 32      | 118     | 215     |

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

## 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:

Tripura University has always paid undivided attention to her first and primary stakeholders – students and researchers across the spectrum of society. Right from their first entry into the campus, special care is taken every year to cater to student diversity at every level of student-competence. Induction programs are organised every year at the beginning of each session to sensitize students on academic, corporate and extension activities in the campus. At the departmental level, faculty members take special initiatives to identify and assist students across competence levels (slow, average and advanced learners) by offering mentorship to students in groups, with a healthy mingling of slow and advanced learners, with advanced learners assisting slow learners in the process. Micro-teaching assignments are encouraged in many



departments as part of Continuous and Comprehensive Internal Assessment of students. Research scholars are offered teaching assistantship in every department as part of their Ph.D Course Structure, which further contributes to addressing inclusivity through counselling of weak students under the watchful eyes of their teachers/supervisors.

An Equal Opportunity Cell was constituted in 2010, which has since then continued to address the special academic needs of both slow and advanced learners with special emphasis on basic language and communication skills in English, mathematical and computational ability, and preparation for competitive examinations in the banking and civil services sector. The Equal Opportunity Cell also has been regularly organizing NET/SET Coaching classes for SC/SC, differently abled and economically disadvantaged students since its very inception. Moreover, Tripura University, like many other academic institutions of higher learning in the country, realizes the concern of mid-term drop-out of students pursuing different programs. Among its primary initiatives to address this concern in a dedicated manner, the University faculty members take special care to counsel students at both personal and academic levels in order to re-integrate a considerable number of drop-outs into the university system. To address the need of Advanced Learners, the university departments are provided with adequate autonomy to update their syllabus with Special Elective Courses within the structure of the Choice Based Credit System. Such advanced learners are identified and regularly encouraged by their mentors at the beginning of each semester to opt for MOOC Courses offered by NPTEL Swayam, Coursera and EDX etc, in addition to their in-house Electives, to update and upgrade their level of academic competence in close collaboration with local resources available at their own departments. The percentage of students (specially Advanced Learners) opting for these online courses has been on the rise over the last three years, especially during the Covid 19 pandemic, and teachers have been regularly mentoring them to register for the end-semester examinations conducted by these online agencies like NPTEL, Swayam, in order to earn additional credits for their respective programs of their choice.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload Any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 18.46

### 2.2.3 Average percentage of the enrolled learners at DDE who are employed over the last five years

**Response:** 6.88

#### 2.2.3.1 Number of employed learners enrolled at DDE year - wise over the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 368     | 578     | 126     | 9       | 0       |



| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

**2.2.4 Average number of learners enrolled from special target groups namely: Persons with Disability, Transgender, Defence and Paramilitary forces, Prison inmates, etc. enrolled as learners in DDE over the last five years**

**Response:** 31.2

**2.2.4.1 Number of learners from special target groups enrolled at DDE year - wise over the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 86      | 45      | 18      | 5       | 2       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

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

**Response:**

Tripura University has always appreciated and acknowledged the value and worth of hands-on experiential teaching methods to encourage young minds to co-opt the fun quotient in learning, ultimately contributing to the overall EQ of learners. Such experiential methods instil and foster problem-solving abilities in young learners at the threshold of their professional lives. Through the past few years, different departments across faculties have inspired and motivated students to involve themselves in public, professional and even domestic spheres of life through several departmental activities and programs, as part of their course curricula and extension activities. In the Faculty of Sciences, departmental faculty members have actively involved students and researchers in innovative projects undertaken to address practical needs of society. For instance, students of the Department of Chemical and Polymer Engineering lately have been actively involved in assisting Mr Harjeet Nath, Assistant Professor of the Department in developing a special robotic system, to facilitate access and delivery of essentials to patients admitted in dedicated Covid 19 wards during the pandemic. The Centre for Bamboo Cultivation and Resource Utilization, attached to the Department of Botany, has a dedicated course to inspire and develop life skills among students through participative training in Bamboo and cane-based handicrafts. Besides, mushroom cultivation is encouraged

and promoted with the active involvement of students in collaboration with promising entrepreneurs of the state.

Teaching methods work best when it is application-based. Tripura University has always lived up to students' aspirations of experiential learning by incorporating internship programs, study tours and exposure visits. The Department of Geography and Disaster Management, and Business Management organize yearly study tours, industry visits outside the state of Tripura to offer practical exposure to students who are thus professionally enabled to connect theory with praxis. The Department of Rural Studies, Department of Forestry and Biodiversity have specially included PRA exercises in their Masters' project work to enable students to identify problem areas and Entry Point Activities. Several departments encourage government and NGO Placements and Industry Attachments for the sake of fostering, encouraging and enhancing participative learning experiences. Another instance of a participative activity initiated by the Department of JMC may be mentioned, when the students of the department were involved in the making of a full-length feature film based on the rich folklore traditions of Tripura under the stewardship of faculty from the department. Moreover, students of both postgraduate and undergraduate vocational programs regularly design original short length commercial videos as part of their curriculum, living up to spirit of Tripura University's cause of creating, developing and promoting experiential and participative teaching and learning methods.

Tripura University also allows an eclectic environment to nurture citizens of the future by promoting parliamentary participation for the cause of democracy and civil society. Under the stewardship of the Department of Political Science, students of Tripura University have successfully made a mark in participating in Youth Parliament, also having won a Merit trophy in the 13th National Youth Parliament Competition 2016-17 for universities/colleges.

### **2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.**

#### **Response:**

Tripura University has successfully responded to sea changes in technology-enabled learning across academic institutions in our country. Living up to the national objective of gearing our academia towards the goal of a new digital India, the university, despite being a traditional centre of higher learning in the far-flung North-east part of India has fulfilled the basic criterion of providing technology to each and every student of the university with a 4:1 student computer ratio and one of the highest repository of e-books and journals among the central universities in the country. Since the university mostly offers postgraduate and Ph.D programs, digital resources are indispensable to cater to the vast demand of reading and reference archives.

However, on the level of the teaching infrastructure, old and poor hardware, and inadequate technical support staff sometimes limit digital teaching and dissemination of resources. Additionally, heavy student enrolment in some departments in the Faculty of Arts and Commerce with large classrooms has made the use of ICT enabled tools almost indispensable. Under these circumstances, Tripura University has taken the following steps:

**Exploration of free online resources amidst paucity of resources and funds:** Many departments like the

Departments of Forestry and Biodiversity, Geography and Disaster Management, and Botany are encouraging students to learn the basic uses of free wares and software like “R” and “Q-Gis” as substitutes to the usually prescribed ones like SPSS, STATA, ERDAS and ArcGIS – the ones usually included in the prescribed course curricula.

### **Online Learning Management System:**

The Covid 19 pandemic was an eye-opener for Tripura University for a self-evaluation of its sensitivity to the importance of Online teaching and learning among students across diverse economic and geographical spectra. The university has successfully developed an Online Learning Management System to promote and enable online teaching and learning during hours of national crisis during 2020. Several departments have consistently launched and uploaded Online lectures for students of different semesters to access from. Students residing in different parts of the state and the country during the lockdown extensively used these resources. Besides the University LMS, some departments also use MOODLE for the same cause. Faculties from different departments instruct students and scholars to access e-resources subscribed by Tripura University through Knimbus Remote Access software.

### **Promotion of Basic Skills for access of ICT tools:**

Basic skills of online resource utilization like preparation of PPTs for dissertation presentations, plagiarism related software, both at the postgraduate and research levels, are promoted by Tripura University in order to sensitize students and potential researchers on academic writing, research goals and research ethics. The grammar of presentations using ICT tools are taken special cognizance of in the classroom to sensitize students and researchers on preparing effective slides, carefully avoiding risks of plagiarism. ICT enabled tools and teaching methods used by different departments in the university thus enable students to learn skills of self-assessment and self-correction.

To sum, Tripura University has been consistently pro-active in promoting and augmenting autonomous learning through the effective and competent use of technology.

| File Description   | Document                      |
|--|-------------------------------|
| Provide link for webpage describing the " LMS/ Academic management system" | <a href="#">View Document</a> |

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

**Response:** 17.55

#### **2.3.3.1 Number of mentors**

**Response:** 162

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

#### **2.3.4 Development of Self - Learning Material (SLM) at DDE Process followed for development of Self - Learning Material by DDE**

##### **Response:**

Tripura University in the recent past has adopted a thoroughly professional approach to the preparation of Self Study Materials for its Distance Education Programs. Earlier, SLMs of both UG and PG Programs were prepared by local resource persons comprising faculty members from different colleges/institutions from within the state. But later, the university realised the importance of adopting a professional and systematic approach to the work, by first adopting the course structures and contents of the university's own regular programs within the framework of the Distance Education Programs; and then engaging Vikas Publishing House Pvt Ltd, a reputed New Delhi-based publisher, on contract with the objective of developing more professionally structured course contents for the different programs (both UG and PG) offered by the Directorate of distance Education, Tripura University. The new SLMS developed henceforth are all competitively attuned to the changing demands and needs of present learners and may be treated as effective aids to self-learning and preparing for national level competitive examinations like NET/SET and others.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

#### **2.3.5 Average percentage of the learning material of the DDE is digitized and the SLMs uploaded on the website / Online Repository / e-content app / LMS for their availability to the learners over the last five years**

##### **Response: 5**

##### **2.3.5.1 Number of learning material of the DDE digitized and the SLMs uploaded on the website / Online Repository / e-content app / LMS for their availability to the learners year - wise over the last five years**

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

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Digital repository of SLMs at DDE       | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

**2.3.6 Mechanism to provide academic counselling support at DDE** A mechanism is in place at DDE to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills

**Response:**

1. Academic Counselling support during admission:

During the Admission cum Counselling, the prospective learners seeking admission are assisted with satisfactory measures for their different queries by the DDE. Learners, at that time are, usually, newcomers at the university from different colleges and generally carry a lot of dreams and thoughts in their mind. DDE tries to help these interested candidates through counselling at the time of admission. The teaching and non-teaching staff, at the time of admission, take a friendly role to help these innocent learners by responding to their queries/behaviors in a meaningful and satisfactory way.

2. Academic Counselling support during conduction of PCP:

The Personal Contact Programme (PCP) of UG/PG Programmes are usually conducted simultaneously in two semesters i.e. Summer (Even) and Winter (Odd) Semesters in one Academic Session. Being the Open and Distance Learning (ODL) mode, various kinds of learners come at DDE for acquiring the UG/PG degrees such as Teachers of schools, Govt and Non-Govt employees, Ex-servicemen, persons with disability, learners of economically weaker sections along with the freshers. To provide them academic assistance, DDE selects two days in a week i.e. Saturday and Sunday for conduction of of PCPs. These PCPs help the learners to interact directly with the Academic Counsellors of DDE. For each paper of each subject under UG/PG Programmes, DDE usually schedules PCPs amounting to a total of sixteen (16) to provide a clear view on the syllabus of the paper.

| File Description                                       | Document                      |
|--|-------------------------------|
| Link for schedules of different counselling activities | <a href="#">View Document</a> |
| Link for additional information                        | <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:** 58.82

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI  | <a href="#">View Document</a> |
| Any additional information                                    | <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’Lit. year-wise during the last five years

**Response:** 81.08

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 140     | 140     | 144     | 134     | 117     |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years | <a href="#">View Document</a> |
| Any additional information   | <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:** 11.01

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

Response: 1695

| File Description   | Document                      |
|--|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years****Response:** 58.89**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 06      | 03      | 06      | 02      | 02      |

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

**2.4.5 Average percentage of the sanctioned posts occupied by full time teachers and other academics respectively at DDE over the last five years****Response:** 27.2**2.4.5.1 Number of the sanctioned posts occupied by full-time teachers and other academics respectively at DDE year wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6       | 6       | 6       | 9       | 9       |

**2.4.5.2 Number of sanctioned posts in DDE**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 27      | 27      | 27      | 27      | 25      |



| File Description   | Document                      |
|--|-------------------------------|
| List of the faculty members authenticated by the Registrar of the University | <a href="#">View Document</a> |
| Details of full time teachers and other academics As per Data Template       | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

#### **2.4.6 Percentage of empanelled Academic Counsellors at DDE having more than five years of teaching experience for the preceding academic year**

**Response:** 55.34

##### **2.4.6.1 Number of empanelled Academic Counsellors having more than five years of teaching experience for the preceding academic year.**

Response: 57

##### **2.4.6.2 Number of academic counsellors for the preceding academic year in DDE**

Response: 103

| File Description  | Document                      |
|---|-------------------------------|
| List of Academic Counsellors with details of total teaching experience for the preceding academic year (As per data template) | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## **2.5 Evaluation Process and Reforms**

#### **2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

**Response:** 32.45

##### **2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 11.88   | 47.29   | 40.20   | 43.97   | 18.93   |



| File Description  | Document                      |
|---|-------------------------------|
| List of Programmes and date of last semester and date of declaration of results | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0.1

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

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

| File Description   | Document                      |
|--|-------------------------------|
| Number of complaints and total number of students appeared year wise | <a href="#">View Document</a> |

### 2.5.3 IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

**Response:**

The examination branch has initiated sweeping changes in matters of automation and online processing, and this has brought efficiency, transparency, by saving a lot of time which guarantees ease to all the stakeholders through its web portal with login for students and concerned officials. With increasing number of students, programmes and new course structures like CBCS, IT automation is critically important to overcome new challenges in the examination system. It has also extended access with equity to all the stakeholders in far-flung remote areas of the state and for students from different parts of the country by providing access to e-prospectus, e-application forms, admit card, examination date sheets, syllabi, submission of examination fees, results and other notification. This has resulted in not only handling of data of the students more effectively for the development of the academic activities but also helped to minimise man-hour requirements by contributing to reduction in use of paper consumption leading to eco-friendly practice.

The following are the initiatives taken by the Controller of Examinations:

- Online hosting of entrance test application form, uploading the list of eligible candidates for admission test, issue of admission card, admit card etc.

- Online payment facility for admission fee, exam fee, via a secured payment gateway.
- Programmes conducted in Tripura University are uniquely identified in the system with credits and unique code which is regularly maintained by updating from time to time by the office with revision to new programmes based on inputs from concerned departments/centres.
- Application form are filled online for compartmental examination and for re-valuation of results.

Since 2015-16 the university is following online process for admission. All administrative work related to entrance tests for all the programmes is being administered online with offline conducting of entrance tests -Tripura University Entrance Test (TUET) at centres across the state and at selected centres in other states of the country.

All the above initiatives have enabled Tripura University to minimise errors and deliver more precise results within a few days from the initiation of the examination.

| File Description   | Document                      |
|--|-------------------------------|
| Year wise number of applications, students and revaluation cases | <a href="#">View Document</a> |
| Any additional information                                       | <a href="#">View Document</a> |

#### 2.5.4 Status of automation of Examination division along with approved Examination Manual

**Response:** 100% automation of entire division & implementation of Examination Management System (EMS)

| File Description   | Document                      |
|--|-------------------------------|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | <a href="#">View Document</a> |
| Current Manual of examination automation system  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 2.5.5 Formative Assessment procedures at DDE Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE

**Response:**

The objective of Distance Education in an institution of higher learning, is realised in its true spirit only through Formative Assessment of learners. With this end in view, the Directorate of Distance Education, Tripura University, has been regularly on its toes to adopt a variety of methods to conduct in-process evaluation of the comprehensive ability of learners, detecting their needs through regular counselling

sessions, and thereby monitoring the academic progress of learners during and after the completion of each module. Conducting Internal Assessments in the form of assignments is the commonly used SOP at the DDE, Tripura University, the information of which is regularly circulated among students and updated on the university website. Academic counsellors assist learners in preparing the assignments from time to time. The assignments, after their submission at the office of the DDE, are evaluated by examiners/counsellors deputed by the DDE, as per guidelines of the UGC and the Distance Education Council. Feedback from students at an informal level are sought by the academic counsellors themselves, and steps are taken by the DDE at the micro level for counsellors to assist learners in future on the basis of them.

| File Description   | Document                      |
|--|-------------------------------|
| Link for Policy documents on Evaluation Methodology of DDE | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

**2.6.1 The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents**

### Response:

The Prospectus of Tripura University lays down the broad ethos of all programs offered by the Institution. The same is made available in digital format in the university website with a portal dedicated to Admissions for wide circulation among faculty and aspiring students. The programmes offered live up to the true spirit enshrined in the Tripura University Act with the objective of not only "to disseminate and advance knowledge by providing instructional and research facilities" in the state, in areas of contemporary relevance to the society and the country with the motto 'pursuit of excellence', but also to make special provisions for studies in tribal life and culture and to introduce vocational subjects with a view to provide employment opportunities to the students". Hence, besides general programme outcomes for students pursuing general postgraduate courses that orient them to jobs in the academic and bureaucratic arenas, the university has designed special post-graduate courses in certain subjects like Business Management, Chemical and Polymer Engineering, and Rural Studies, which address potential outcomes of inculcating skill, developing research acumen, and ultimately realizing the cause of human development. Program specific outcomes are clearly made available to all in the successive **Annual Reports**(during the assessment period) published by the University and may be accessed on the university website under the heading "**Major Achievements/Vision**" of each department offering different programmes, promoting the objective of employability, skill development and entrepreneurship prospects of the respective programmes, keeping in mind region-specific demands of the land in which the departments are housed. For instance, Postgraduate Programmes offered by the Department of Chemical and Polymer Engineering are aimed at meeting the growing need for well qualified and skilled chemical engineers who will meet the expanding industry requirements in design, manufacturing and marketing segments. The Course Curricula of PG and Ph.D. Coursework Programmes are aimed at promoting teaching, industrial consultancy and Research and Development in frontier areas in of Chemical and Polymer Engineering practices, and have been designed taking into consideration recent developments in the field (Refer to Page no 149 of the

Annual report 2018-19). Similarly, other departments like Business Management encourage a balance between theory and practice in their Programme Outcome objectives, clearly stated in their Brief Profile. The MBA Programme was launched in this far flung North-Eastern state of India with a commitment to prepare wisdom managers and innovative entrepreneurs for potential industries both in the region and outside. For the attainment of this outcome, the Department has designed a 3 credit Dissertation and Project Course on Industry Analysis which includes internships, outbound tours and local industry visits. Besides, the Department of Rural Studies, earlier known as Department of Rural Management and Development, emphasises on the shaping of the rural development professionals, and in this regard have incorporated practical papers on NGO placement and Placement in Government Organisations, along with Master's Thesis.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for Additional Information | <a href="#">View Document</a> |

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

#### Response:

The litmus test for the Attainment of Program outcomes is ultimately carried out in the laboratory of the Industry. Industry-academia interface happens to be the only way forward for institutions aspiring for excellence. Tripura University, being situated in a land-locked region for long, has suffered for its unique geographical location. However, with the advancing flow of time, the University has taken a series of concerted efforts to overcome this disadvantage through its program outcomes, and the efforts have begun to gradually bear fruit. Since the last 6 to 7 years, the placement records bear testimony to this. For instance, the Annual Report of 2018-19, Pages 5-6 clearly state that students who have pursued the MBA Programme from the Department of Business Management since the last 6 to 7 years have been placed in various sectors like Banking, FMGC, etc. Records stated in the Annual Report mentioned above mention companies and banks like HDFC, Bandhan, Nestle, Karvy Stock Solutions among others. Besides the Department of Business Management, Department of Rural Studies too has maintained a steady track record in the attainment of their program outcomes. The latest Annual Report of 2019-20 (Page no 115-116) clearly states the outcome objective of the Master's in Rural Management and Development (MRMD), dedicated to serve the population in the state of Tripura – a population which primarily thrives on rural livelihoods. The programmes offered by the department have been designed in such a way that they successfully register an outreach footprint in the region and prepare the students to act as a bridge between policy making agencies and beneficiaries. Tripura University has adopted villages around the campus at Suryamaninagar during 2019-20 and has worked dedicatedly on water conservation and water management programmes in the region. All of these programmes have been successful on account of the interface between the programs offered and their relevance to rural livelihoods and concerns. On a similar vein, records mentioned in the respective Departmental Profiles and successive Annual Reports bear testimony to the attainment of program outcomes, and it is only anticipated that Tripura University may in future shrug off all its geo-spatial roadblocks and inhibitions towards the attainment of its stated outcomes.

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

| <b>2.6.3 Pass Percentage of students(Data for the latest completed academic year)</b>                             |                               |
|---|-------------------------------|
| <b>Response:</b> 94.82  |                               |
| <b>2.6.3.1 Total number of final year students who passed the university examination</b>                          |                               |
| Response: 988   |                               |
| <b>2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.</b> |                               |
| Response: 1042  |                               |
| File Description  | Document                      |
| Upload list of Programmes and number of students passed and appeared in the final year examination                | <a href="#">View Document</a> |
| Paste link for the annual report  | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

| <b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>                          |                               |
|--|-------------------------------|
| <b>Response:</b> 3.16  |                               |
| File Description   | Document                      |
| Upload database of all currently enrolled students   | <a href="#">View Document</a> |
| <b>2.7.2 Online Learner Satisfaction Survey regarding teaching-learning process .(For Distance learners)</b> |                               |
| <b>Response:</b> 2.83  |                               |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

**YES**

CIC Tripura University has developed to be a world class research centre for promotion of R&D in the University with the inclusion of more sophisticated research facilities like the installation of FESEM instrument as well as NMR instrument with a dedicated Liquid Nitrogen generation facility.

The institute has extended the research facilities of CIC as well as few departments with a nominal charge for anyone outside Tripura University. This is a welcome step to raise the research culture, especially for smaller organizations/institutes/startups in this region who may not have access to such sophisticated facilities.

- More details about this facility is available in the University Web Link: <https://www.tripurauniv.ac.in/Page/InstrumentationCentre>
- The extension of CIC NMR& FESEM Facilities for outside user Link: <http://www.tripurauniv.ac.in/UploadFile/AdminPanel/Notification/74d183ca-c93a-4270-9290-1ff39c8b2448.pdf>
- The extension of Research Facility by Dept. of Chemical & Polymer Engineering, TU Link: <https://www.tripurauniv.ac.in/UploadFile/AdminPanel/Notification/384761f4-1627-4535-8f6f-3266b519273d.pdf>

Tripura University has an active Research & Innovation Policy (R&I Policy) which has been uploaded in the University website since 2015 and has been designed and implemented to uplift the research culture of the University as a whole. Office of the Research and Innovation Cell of Tripura University serves as a liaison among investigators, all the departmental administrations and funding agencies. Research and Innovation Cell (R&I Cell) staffs are delegated the responsibility to serve as the institutional official for the principal investigators of Tripura University and are responsible for the pre-award and post-award phases of funding proposals. The cell has responsibility to provide guidance, support and resources to the researchers, innovators and creators in the Tripura University and facilitate protection and development of Intellectual Property (IP). In pursuing these objectives, the cell shall create awareness of the importance and role of IP Rights, provide guidance and help in seeking legal recognition of IP Rights and generate resources for creation and protection of IP. The resolution of 16th Academic Council meeting approved the R&I policy of the University in its 23rd Executive Council meeting held on 30-31st July 2015. Subsequently the same was uploaded in the University website and implemented in its true spirit.

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View Document</a> |
| URL of Policy document on promotion of research uploaded on website   | <a href="#">View Document</a> |

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0.11

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.05    | 0.5     | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | <a href="#">View Document</a> |

### 3.1.3 Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 0.96

#### 3.1.3.1 The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.

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



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

### 3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

**Response:** 280

#### 3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 60      | 94      | 36      | 33      | 57      |

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

### 3.1.5 Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery
10. Any other facility to support research

**Response:** A. 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload the list of facilities provided by the university and their year of establishment | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |



**3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)****Response:** 9.09**3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognitions by national and international agencies.****Response:** 4

| <b>File Description</b>                             | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in prescribed format             | <a href="#">View Document</a> |
| e-version of departmental recognition award letters | <a href="#">View Document</a> |

**3.2 Resource Mobilization for Research****3.2.1 Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the last five years (INR in Lakhs).****Response:** 3.2**3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0.25    | 0       | 0       | 2.95    |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| e-copies of the grant award letters for research projects sponsored by non-government | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**3.2.2 Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).****Response:** 2451.46**3.2.2.1 Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

|         |          |          |         |         |
|---------|----------|----------|---------|---------|
| 2019-20 | 2018-19  | 2017-18  | 2016-17 | 2015-16 |
| 326.082 | 424.8341 | 653.8712 | 661.468 | 385.205 |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of the grant award letters for research projects sponsored by government | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 2.57

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

Response: 97

#### 3.2.3.2 Number of full time teachers worked in the institution year-wise during the last five years..

Response: 189

| File Description                          | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency   | <a href="#">View Document</a> |
| Any additional information                | <a href="#">View Document</a> |
| Paste Link for the funding agency website | <a href="#">View Document</a> |

## 3.3 Innovation Ecosystem

### 3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge.

Response:

Tripura University- Pursuit of Excellence has been one of the leading Educational Hub imparting education, research and innovations to the mass of this particular region of North East India. The University in the last few years have unfolded a new horizon especially in the fields of research and Innovation. Tripura University firmly believes in women's education and empowerment and as such the responsibility of the Tripura University Innovation Council is handed over to the able hands of a women Faculty member who is also the President's Visitor Award Winner.

In order to uplift the enthusiasm of the Innovation Culture, Tripura University is consistently pursuing its vision and mission.

Though Tripura University is on an unique social entrepreneurship mission, it is not leaving any leaps and bounds to establish itself as a world class start-up ecosystem to promote entrepreneurship among youth in general and women in particular. Taking a revolutionary step in promoting the spirit of entrepreneurship at the highest level, Tripura University has recently fetched MSME funding for Higher Institutes to nurture the promising ideas with funding support and infrastructure facilities to individuals with sustainable ideas to develop their ideas and finally form startups (MSME Support for Entrepreneurial and Managerial Development through Incubators). Thus Tripura University has ushered a new set of opportunities by serving as a boon for commercializing new ideas.

The innovation environment is also uplifted by the continuous efforts of Tripura University Institution Innovation Cell which is very active and keeps organising various workshops and activities as per its calendar with par the MHRD IIC defined activities.

Some of the essential highlights of the innovation ecosystem are as follows:

1. University has collaborated with Khurana & Khurana IP firm for providing assistance related to all IP related issues. The firm has already helped Tripura University filing a patent named Suitcase Water Purifier/Water Purification System. (Application Number TEMP/E-1/54944/2019-KOL dated 14/12/2019). The firm is based in Greater Noida and has also been entrusted to help with legal and commercial issues related to various Innovations coming up in Tripura University.
2. A MOU/collaboration has been setup with KIIT Technology Business Incubator in Odisha for promoting Bio-entrepreneurship and building a strong innovation ecosystem in North East Region of India. The areas of cooperation ranges from academic interactions in assisting new incubators to develop joint translational research projects of common interest, collaborate and work together in mutually agreed areas.

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

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 45

### 3.3.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3       | 14      | 5       | 9       | 14      |

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

### 3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 46

#### 3.3.3.1 Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 17      | 6       | 11      | 9       | 3       |

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

### 3.3.4 Workshops / seminars conducted by DDE on ODL practices

Response: 3

#### 3.3.4.1 Total number of workshops / seminars conducted by DDE year - wise over the last five years on:

- *Self learning material development*
- *Learner Support services and academic counseling*
- *Intellectual Property Rights (IPR);*
- *Open Educational Resources (OERs);*
- *Massive Open Online Courses (MOOCs);*
- *Technology-Enabled Learning;*
- *Learning Management System;*
- *Development of e-content and*

- *Other innovative technologies*

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

| File Description                                    | Document                      |
|---|-------------------------------|
| List of workshops/seminars over the last five years | <a href="#">View Document</a> |
| Institutional data in prescribed format             | <a href="#">View Document</a> |
| Link for any additional information                 | <a href="#">View Document</a> |

### 3.3.5 Innovative content developed at DDE

Response: 78

3.3.5.1 Number of innovative content developed at DDE in the form of e-modules / e-SLMs / MOOCs for :

- *NMEICT*
- *NPTEL*
- *SWAYAM*
- *e-PG Pathshala*
- *e-SLMs*
- *other MOOCs platform*
- *Institutional LMS*

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 78      |

| File Description   | Document                      |
|--|-------------------------------|
| List of the innovative contents over the last five years | <a href="#">View Document</a> |
| Institutional data in prescribe format                   | <a href="#">View Document</a> |
| Any other information                                    | <a href="#">View Document</a> |
| Link for any additional information                      | <a href="#">View Document</a> |

### 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

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

| File Description   | Document                      |
|--|-------------------------------|
| Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website | <a href="#">View Document</a> |

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards 1. Commendation and monetary incentive at a University function 2. Commendation and medal at a University function 3. Certificate of honor 4. Announcement in the Newsletter / website**

**Response:** B.. 3 of the above

| File Description                   | Document                      |
|------------------------------------|-------------------------------|
| e- copies of the letters of awards | <a href="#">View Document</a> |
| Any additional information         | <a href="#">View Document</a> |
| Link for additional information    | <a href="#">View Document</a> |

**3.4.3 Number of Patents published / awarded during the last five years.**

**Response:** 0

**3.4.3.1 Total number of Patents published / awarded year-wise during the last five years.**

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

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

**3.4.4 Number of Ph.D's awarded per teacher during the last five years.**

**Response: 2.55**

**3.4.4.1 How many Ph.D's are awarded within last five years.**

Response: 252

**3.4.4.2 Number of teachers recognized as guides during the last five years**

Response: 99

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

**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years**

**Response: 5.25**

**3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 208     | 161     | 204     | 168     | 135     |

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

**3.4.6 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: 0.69**

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 22      | 25      | 19      | 34      | 15      |

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

### 3.4.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

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

| File Description                                     | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format              | <a href="#">View Document</a> |
| Give links or upload document of e-content developed | <a href="#">View Document</a> |

### 3.4.8 Bibliometrics of the publications during the last five years based on average Citation Index in Scopus / Web of Science / PubMed

**Response:** 0

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

### 3.4.9 Bibliometrics of the publications during the last five years based on Scopus / Web of Science – h-Index of the institution.

**Response:** 0

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

### 3.4.10 Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of the Institution

**Response:** 1.53

3.4.10.1 Number of publications on distance education over the last five years



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

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Web-link of research papers by title, author, Department/ School/ Division/ Centre/ Unit/ Cell, name and year of publication | <a href="#">View Document</a> |

### 3.5 Consultancy

#### 3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy.

##### Response:

In the light of changing economic scenario, government policies, the University considers sponsored research and consultancy projects as an important means for extending benefit of scientific research work in the University to the sponsoring agencies broadening the experience base of the University and as a tool for contributing to the country's and University's economic growth. Therefore, as a matter of policy, the University encourages its faculty members to undertake research and consultancy work as a measure of scientific/technical collaboration with outside agencies. Appropriate Research and consultancy projects, in addition, for providing much needed service to the government and industry, also benefit the concerned faculty members and the University in several ways. They enrich the professional experience and knowledge of faculty members and thus make them better educators. Research and consultancy projects provide a firsthand knowledge of the current problems of industry and the emerging area which is very helpful in tuning the curriculum to the national needs. The faculty members get an opportunity to apply their ideas for finding out the solutions to the problems in emerging areas. Furthermore, the consultancy work also provides financial incentives for their contributions to all categories of staff.

The consultancy guideline shall normally be applicable to all Consultancy Projects including routine testing facilities. However, any changes required which does not constitute to policy change may be approved by the Vice-Chancellor on the recommendations of Coordinator, Consultancy Cell. These rules may be reviewed normally in three years or as per needs.

Prior to the implementation of TU consultancy rules and guidelines, all kinds of consultancy used to be conducted by the faculty members following the R&I Rules of the University.

| File Description                             | Document                      |
|--|-------------------------------|
| Upload soft copy of the Consultancy Policy   | <a href="#">View Document</a> |
| Paste URL of the consultancy policy document | <a href="#">View Document</a> |

### 3.5.2 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

**Response:** 78.66

#### 3.5.2.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13.38   | 0       | 26.53   | 21.24   | 17.506  |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Audited statements of accounts indicating the revenue generated through consultancy | <a href="#">View Document</a> |

## 3.6 Extension Activities

### 3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years.

**Response:**

Students in the campus of Tripura University are constantly motivated throughout the year to engage and participate in multiple forums for Extension activities such as the Tripura University Film Club, Quiz Society, Drama Club etc. Moreover, environmental activities in and around the campus involving plantation and afforestation drives, agricultural and horticultural initiatives too have been consistently engaged upon through the last few years. The NSS, Tripura University is active through the year motivating students to participate in social activities in collaboration with other universities in the Northeast. Activities related to digital literacy, health awareness camps, blood donation camps, Swachh Bharat programs and rural reconstruction drives involving neighbouring villages around the campus, have been successfully conducted over the last few years. Educational tours and excursions are conducted by many departments of the university to sensitize students on the rich biodiversity, human and physical geography and the cultural and ethnic heritage of the region. Tripura University is well aware of the importance of extending its horizons beyond academia to reach out to the community and society at large,

and all its extension activities through the last few years have extensively engaged students to contribute holistically to the society beyond the campus through activities like orphanage visits, blood donation camps, local and outbound industry tours, awareness programs on the conservation of water bodies and forests in the region.

Tripura University has adopted nine villages around its campus in which most of the extension activities are carried out by the NSS volunteers and different departments as part of their research extension activities.

Tripura University has contributed significantly through active participation of the university fraternity, in serving the citizens of the state of Tripura, amidst the Covid 19 pandemic-related crisis that had shaken the nation last year, through distribution of relief materials and sensitizing the people about the SOPs released by the Government.

Extension activities through the Ek Bharat Sreshta Bharat program have been consistently organized by Tripura University over the last few years, in collaboration with Central University of South Bihar and Mizoram University, with student exchange programs facilitating academic, professional and social exposures for the overall benefit of students among these universities. Interactions and exchange of ideas are regularly encouraged and nurtured through physical visits and webinars organised by the participating universities to continuously motivate and inspire students.

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

### **3.6.2 Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the last five years**

**Response: 5**

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

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

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

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

**Response:** 62

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 17      | 10      | 19      | 9       | 7       |

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

### 3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

**Response:** 51.91

#### 3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1576    | 944     | 3183    | 565     | 700     |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Report of the event        | <a href="#">View Document</a> |
| Any additional information | <a href="#">View Document</a> |

## 3.7 Collaboration

**3.7.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 161.2**3.7.1.1 Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 191     | 156     | 176     | 152     | 131     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Copies of collaboration                 | <a href="#">View Document</a> |

**3.7.2 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.****Response:** 12**3.7.2.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research year-wise during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 1       | 3       | 7       |

| File Description                                | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format         | <a href="#">View Document</a> |
| e-copies of the MoUs with institution/ industry | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

Tripura University lays utmost stress on creating an appropriate environment, conducive to the fostering of quality teaching and learning. The space and layout of the lush green campus, spread out across 75 acres of land with 55,000 square metres of built-up area, dedicated to the nurturing of young minds, fosters an academic climate conducive to teaching and research. Almost all the classrooms are well-lit, ventilated and some spatially augmented with galleries (particularly in large classrooms to ensure unhindered visibility) to accommodate all students, as per intake capacity of respective programs. Moreover, the university is equipped with adequate seminar and conference halls/ auditoriums, a dedicated examination block, hostels, playgrounds, a Health Centre, Open Air Theater, and Students' Activity Centre to facilitate and stimulate the overall growth and academic well being of each student.

The campus is fully Wi-Fi enabled for uninterrupted use of internet facilities for all. In order to ensure unhindered learning to all students, some of whom belong to economically weaker sections of society, Tripura University provides adequate internet facilities to all departments (equipped with a total of 740 computers and laptops, functional in various departments/centres), so that students may have access to the widest variety of digital resources available online.

**The Central Library** is the teaching-learning hub for the faculty, students, and researcher scholars. The users have access to online resources through remote access facilities. The Central Library is a member of Shodhganga, INFLIBNET, has implemented VIDWAN and utilises 'Ithenticate' software for checking plagiarism. The University has access to SWAYAM PRABHA channels for the telecasting of higher educational programs.

**Computer Facilities:** The Computer Centre of Tripura University extends ICT facilities to all its stakeholders. The whole campus is fully Wi-Fi-enabled for all of its users. The Computer Center maintains network infrastructure to facilitate 2400 network nodes. The backbone link between Core to Distribution is 10G OFC. L2 Access switches are 1G OFC link. Besides, there are 176 nos. of Access Points for Wi-Fi infrastructure via JUNIPER Router (MX80).The website has been upgraded with new content management software, providing access to Dspace-Digital Repository, Server-Virtualization by using Open Source Softwares, Online Recruitment Portal, Student Admission Portal, etc.

**Laboratory Facilities:** Almost all departments are equipped with laboratories for PG teaching which are regularly upgraded as per the requirement of syllabus taught. In many departments, advanced research laboratories have been developed by faculty members with the help of grants from external agencies. The University has established Central Instrumentation Centre to facilitate the researchers of Tripura University and other Institutions of North-East and other parts of India. Instruments available include Atomic Force Microscope (AFM), Field Emission Scanning Electron Microscope with EDS & Sputter Coater, 400 MHz NMR with dedicated Liquid Nitrogen Plant, GCMS, HPLC, GSV4004B GPS Ionospheric Scintillation & TEC Monitor, Lifetime Spectrofluorometer, CHEMIDOC, and Immunofluorescence Microscope.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

##### Response:

##### Cultural Activities

Cultural activities in an academic institution of higher learning contribute to the overall mental health of students, who throughout the year are under severe academic stress. Tripura University has always realized this psychological need of students and has patronized a number of activities throughout the year to tap artistic talent and extra-curricular skill of students, hailing from diverse cultural backgrounds of the country. Tripura University is equipped with one large indoor auditorium, two medium-sized auditoriums and one Open Theatre to practice, promote and showcase the skill and talent of students. With this objective in view, Tripura University has established various clubs like Film Club, Literary Club, Debating Club, Music Club, Environment Club, Drama Club, Quiz Club, Eco-Club, Ek Bharat Shreshtha Bharat (EBSB) Club, Swachta Club, Adventure Club and Sahitya Sabha for cultural development. The university also organizes an Annual Cultural Fest-UDBHAS.

##### Yoga, Games and sports

The University celebrates International Yoga Day every year with huge participation which inspires not just the students and staff of Tripura University but also their family members. The Department of Physical Education regularly conducts Yoga camps to sensitize students and University fraternity on the value of fitness. Celebration of Fit India Movement has become a regular practice and people have made it part and parcel of their everyday life.

Games and Sports play a dominant role in the life of an individual more than in the physical aspects alone. Tripura University emphasizes the overall development of faculty, students and staffs, by providing sports facilities and conducting numerous sports activities throughout the year and conducts competitions for all categories of stakeholders. Every year, the Sports Board conducts both indoor and outdoor games for faculty members, students and staff. The university students have represented TU in Inter-Department Football, Volleyball, Cricket, Judo, Table Tennis, Badminton, Athletics, etc. The University team participated in East Zone/All India Inter-University Competitions. Tripura University has organized East Zone & All India Inter-University Volleyball (Men & Women) Competition. Ms Dipa Karmakar, an alumna of the University won the Gold Medal in the World Challenger Cup held at Mersin (Turkey) in July 2018 and won the Bronze Medal in the World Cup Olympia Qualification held at Lausitz-Arena Cottbus (Germany) in November 2018.

The University conducted Inter-College Judo Tournament (Men & Women), Inter College Kho-Kho Tournament (Men & Women), Inter-college Volleyball (Men & Women), East Zone Inter University Kabaddi (Men & Women), East Zone & Inter-Zonal University Tournament, Inter-College Yoga competition, Inter-Department Annual Athletic Meet and Cricket Tournament. The major sporting areas of



the university include the Volleyball Court, Football Ground, Basketball Court, Lawn Tennis, Badminton Court, Netball Court, Kabaddi Court, Kho-Kho Court, Cricket Ground, Yoga Hall, Judo Hall, 200 metre track, Fitness Center (Gym), Changing Rooms for Men & Women, Washroom for Men& Women, etc.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Geotagged pictures                    | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### 4.1.3 Availability of general campus facilities and overall ambience

##### Response:

The University is located in a picturesque landscape with adequate campus facilities to accommodate the overall personality required for development and growth.

##### Administrative Building:

**Academic Building:** The University has adequate classrooms, lecture halls, seminar halls, conference rooms, computer labs, laboratory with modern ICT facilities for teaching, learning, research, and innovation.

**Hostels:** The university has separate hostels for boys and girls. Shared accommodation is provided in PG hostels whereas for the Ph.D scholars individual rooms are allotted.

**Central Library:** The Central Library is the learning Hub of the University. The library is fully computerized using ILMS with OPAC facilities. The library has access to more than 1.4 lakh books, 31000+ e-books, 24 online databases, Remote access, WI-FI facilities, etc.

**Computer Centre:** The Computer Centre is instrumental in providing ICT facilities for faculty, students and staff of University. The campus is fully Wi-Fi enabled and optical fiber for connecting academic and administrative departments spread over the University campus. The Computer Centre also operates the Tripura University Learning Management System, Online Admission Management System, Online Recruitment Portal, etc.

**Manuscript Conservation Centre (MCC):** The MCC is one of the unique centres with 165 numbers of manuscripts managed and display.

**Power sub-station:** The university has a 33/11 KVA power sub-station and 600 kwp Solar PV Plant. The yard lights are fully converted into efficient energy LEDs. The university has able to save huge amounts on electricity consumption.

**Guest House:** The University provides excellent Guest House facilities equipped with air-conditioners, WI-FI, Power backup, conference hall, etc.



**Health Centre:** The health centre available on the campus is equipped with one male doctor, one female doctor, two nurses and supporting staffs. Moreover, 24X7 ambulance facilities are available.

**Sports Facilities:** The university has well maintained sports complex, including Volleyball Court, Football Ground, Table Tennis Court, Gymnasium, Yoga Centre, Cricket ground, changing rooms for men & women, etc.

**Bank:** The University has a campus branch of State Bank of India with ATM facilities.

**Post Office:** The post office is situated in the main administrative building of the University.

**Open-Air theatre:** Open-Air theatre is available for students to conduct various events and other extracurricular activities.

**Canteen:** The university canteen is one of the happening places on the campus which provides all facilities for faculty members, students, staff and visitors.

**Parking:** The university has created excellent parking spaces having a three-storied building for vehicles with proper monitoring system.

**RO Treatment Plant:** RO treatment plants have been installed for providing drinking water facilities in various part in the campus.

**Solar Energy:** The university strictly follows environmental-friendly measures to make the campus clean and green. Solar energy panels have been installed in various parts of the University to generate electricity, which ultimately help the university to reduce expenses on electricity consumption.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 36.74

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 140.40  | 1080    | 2399.7  | 3626.5  | 1803.6  |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload audited utilization statements   | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 4.1.5 Average percentage of expenditure incurred for infrastructure augmentation of DDE (INR in Lakhs)

**Response:** 1.67

##### 4.1.5.1 Expenditure incurred for infrastructure augmentation against total expenditure excluding salary year - wise over the last five years (INR in lakhs)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.4     | 0       | 0       | 4.07    | 5.13    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for any additional information     | <a href="#">View Document</a> |

#### 4.1.6 Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities of DDE (INR in lakhs)

**Response:** 1

##### 4.1.6.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.67    | 0.0625  | 0       | 0       | 4.01    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for any additional information     | <a href="#">View Document</a> |

#### 4.1.7 Academic counselling sessions held at DDE Regular conduct of academic counselling sessions (for theory and practical courses) at DDE during the preceding academic year

**Response:**

The Directorate of Distance Education, Tripura University integrates each student taking admission into its programs through dedicated Induction programs at the commencement of each session, and then ensures that regular contact programs and academic counselling sessions are held for theory courses during the session every weekend on Saturdays and Sundays. Each teacher/counsellor dedicates himself/herself as facilitator, overseeing the progress of students at a personal level. Counselling sessions in Computer Skill Courses are not just limited to theoretical classes, but equal emphasis is laid on practical lessons so as to ensure hands-on training to students. The PCPs of both odd and Even Semesters of UG/PG programs are organized parallelly. The names of Academic Counsellors are proposed by the DDE, and are appointed by the authority in strict conformity to the guidelines provided by the UGC. A total number of 16 PCPs are allotted for each course to cover the entire syllabus, as per UGC-DEB Regulations. The PCPs also assist students in preparing their assignments from time to time. Subjects like Education, Political Science and Bengali are offered at the PG level, and Education, Political Science, Bengali, Kokborok, History, Philosophy, Computer Skill and all Foundation Courses and Soft Skill Courses are offered at the UG level.

| File Description                       | Document                      |
|--|-------------------------------|
| Records of Counselling sessions at DDE | <a href="#">View Document</a> |

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

**About the Libray:** The Central Library is committed to facilitating quality services, resources, and facilities for its users and fulfill the university's goals .The library has Wi-Fi access, where users can access e-resources from anywhere. The library is well equipped with an e-library lab with a sitting capacity for 40 users who can use and access online resources. The library provides Remote Access facility to access online resources both in & out of the campus. The library is open on all days except National and other University holidays. The library remains open from 09:30 AM to 08:00 PM and on weekends, it is open from 11:00 AM to 04:00 PM. The library extends its opening hours during the examination period.

**LMS-Koha:** The Central library uses an open source software- KOHA for the library automation and other library related activities since 2017.

**Features of Koha:** The major features of LMS-Koha is cost-effective & secure, compliant with open standards with world-wide acceptance & MARC-21; fully web-based, no limitation to use; supports Z-39.5 protocol; WebOPAC with capability of creating dynamic web-portal; fully compatible with RFID, EDI and Barcode; fully Customizable; UTF-8 Compliant; Email & SMS noticeswith LDAP integration and mature global support. The system can be deployed on local, central and cloud servers; customizable item type; fully supported user management; Metadata Compliant; provision to undertake offline circulations; SIP2 compliant for self-check-in, check-out machines, etc. The automation software supports

Circulation, Cataloging, Acquisition, Serial Control, Administration, OPAC, Patron Management, Advanced search, Reports, Tools, etc . All features are being used extensively for providing automated library and information services to library users. The bibliographic records of books are available through OPAC (Online Public Access Catalogue). The bibliographic records of books catalogued by automation software submitted to INFLIBNET centre from time to time to host in IndCat. The theses of the University have been catalogued using KOHA.

As a part of digitization activities and a member of Shodhganga, the library has digitized more than 200 PhD theses and uploaded in Shodhganga repository. The library is a member of e-Shodhsindhu for access to e-resources.

Name of ILMS Software: Koha

Nature of Automation: All Most Automated

Version: 19.5

Year of automation: 2017

**Moderinized Sevices & Support:** The library offers unique services and facilities for users such as Remote Access, Reference Service, Lending Service, Document Delivery Service, Anti-Plagiarism Service, Citation Management Service, Research Support Service, Digitization Service, E-Library cum Digital Library Lab, Reprographic Service, Newspaper Clipping Service, New Arrival Alert Service, etc. To sensitize users, the library conducts orientation program to increase awarress on services, resources and facilities provided by the library.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**4.2.2 Institution has access to the following: 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 | <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:** 77.93

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10.95   | 52.26   | 44.39   | 177.36  | 104.67  |

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Audited statements of accounts | <a href="#">View Document</a> |
| Any additional information     | <a href="#">View Document</a> |

#### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <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: 8.21

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

Response: 246

| File Description  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 4.3 IT Infrastructure

4.3.1 Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 45.45

4.3.1.1 Number of classrooms and seminar halls with ICT facilities

Response: 55

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 4.3.2 Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

##### Response:

The Computer Centre of Tripura University has undertaken many initiatives since its establishment. The Computer Centre has set up WI-FI network and providing access to 3000 users in the campus. Local Area Network has been extended for connecting the academic and administrative departments of the campus. The Computer Centre has taken initiative to implement Learning Management System, Online Admission Management System, Online Recruitment Portal and extended other technical supports and services for faculty, students and staff of the University.

The computer center has extended the facilities such as providing University domain IDs to faculty, research scholars and staff to enable access to Internet through Campus Network; Wi-Fi facility to faculty, students, and staff; there are four Computer Labs (Computer Center, Department of Commerce, Department of Mathematics and Central Library) have been set up with LAN provision, Maintain website etc. The Computer Centre maintains network infrastructure to facilitate 2400 network nodes (approx.) with 60 nos. L2 managed switches (Cisco 2960), 4 nos. of L3 distribution switches (Cisco 3850), and 2 nos. of L3 Core switches (Cisco 9500), hardware firewall (Cyberoam 1000iNG), Backbone link between Core to Distribution is 10G OFC, L2 Access switches is 1G OFC link, 176 nos of Access Point for Wi-Fi infrastructure, JUNIPER Router (MX80), Sr No-E1298 (ZA2934). The website has been upgraded with new content management software; providing access to Digital Repository; maintaing Server Virtualization by using Open Source Software etc.

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

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

Response: 8.46

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

#### 4.3.4 Available bandwidth of internet connection in the Institution (Leased line)

Response: A. ?1 GBPS



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

#### 4.3.5 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

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

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Links of photographs              | <a href="#">View Document</a> |

#### 4.3.6 Percentage of the rooms and seminar halls of the DDE with ICT enabled facilities (data as on date)

**Response:** 15.38

##### 4.3.6.1 Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)

Response: 2

| File Description                                | Document                      |
|---|-------------------------------|
| Photographs of infrastructure facilities at DDE | <a href="#">View Document</a> |
| Institutional data in prescribed format         | <a href="#">View Document</a> |
| Link for any additional information             | <a href="#">View Document</a> |

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

**Response:** 27.72

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1235.37 | 1559.82 | 1673.95 | 1358.22 | 1141.60 |

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Audited statements of accounts  | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

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

##### Response:

Tripura University follows the best systems and procedures in maintaining and utilizing physical, academic, and support facilities such as laboratory, library, sports complex, computers, classrooms, etc.

**Infrastructure and Maintenance:** In terms of maintenance, the university has in-house maintenance support, annual maintenance contract/AMC given to reputed service providers and outsourced through external agencies. The overall maintenance of university property, classrooms, building & construction, Electrical & Civil Works, laboratories, sports complex, library, etc. is looked after by the Engineering cell supported by the executive engineer, JE, AE, and other staff (Civil and Electricals). The campus in-charge looks the campus development in consultation with authority along with campus management, sanitation, green initiatives and horticulture, parks, security, etc. To ensure standard procedures regarding campus development, the university has formed various committees. The space management and quarter allocation is looked after by the Registrar Branch with active guidance of the Registrar. For space and quarter allotment, the university has a well-established policy and procedure. Most of the rules, regulations, and policies are taken up by the authority with active inputs from various committees.

**Campus Facilities:** The University has created facilities such as Classrooms, Seminar Hall, Auditoriums, Administrative Building, Examination Building, Residential Quarters, Hostels, Day Care Centre, Health Centre, Open Air Theater, Sports Board, Student Activity Centre, multi-storeyed parking lot etc. from the fund received from the Govt. of India under General Development Assistance (GDA) and a total built up area of 55000 square metre utilized for construction of buildings, including road and bridge from the assistance provided by the State Government (during its status as State University) prior to becoming a Central University. The university has a 33/11 KVA power sub-station and provision of 600 kwp Solar PV Plant. The yard lights are fully converted into efficient energy LEDs. Consequently, the university has been able to reduce huge amounts on electricity consumptions. The university provides excellent Guest House facilities, modestly equipped with air-conditioners, wifi and power back up facilities. The general campus facilities, include the drinking water supplies with cooling facilities, separate toilets for men & women hygienically cleaned by the support staff. Lift services are available in all the high rise buildings, ramps are available in the library to support the differently-abled persons. Appropriate signages have been installed inside the campus. Canteens facilities, University's State Bank of India branch, ATM, Post office, etc. are located inside the University Campus.



**Central Library:** The University has a well maintained Library for providing services and resources for teaching, learning, and research. The house-keeping operations of the library are fully automated by using Integrated Library Management Software-Koha.

**Health Centre:** The University has Health Centre having proper ambulance faculties for 24X7.

**Clean and Green campus:** The University invests in aesthetically beautifying its premises, with adequate greenery with ponds, banana orchards, sweet lime garden, etc. Apart from daily cleaning routines, deep cleaning of the complete Campus facilities are carried out fortnightly. There are dustbins at every corner and corridors which are emptied regularly. Proper segregation of refuse, including those from the labs and their proper disposal, is ensured. Waste generated inside the campus is partially used in vermicomposting facility and remaining are effectively managed with Agartala Municipal Corporation (AMC) for its disposal.

**Safety Measures:** The whole campus is under CCTV surveillance with 24 x 7 physical security available inside the campus, including female Security Guards for the Women's Hostels and offices. Fire Extinguishers have been installed in all areas maintained by University and periodically serviced by authorized agencies.

**Solar Energy:** The entire campus has the provision of proper lighting systems with LEDs. Sufficient LED illuminations have been provided by the perimeter wall's side and across all the internal roads. As a part of the green initiative, Solar energy panels have been installed to generate electricity.

**Financial Manual:** The university General Financial Rules (GFR) ) in association with applicable rules of the University for purchase, maintenance and repair specific equipment in University. The Purchase and Inventory Control deals with the purchase and procuring of related issues and procedures, including tenders. The overall finance management is computerized by using Financial Management Software. The financial transactions of Tripura University are subject to annual audit by an officer from the Finance Branch who functions as an Internal Auditor. This also takes into physical verification of the assets of the University for stock maintaining. In addition to this, external audit is conducted regularly by an expert team under the administrative control of C & AG, Government of India. The prepared report is submitted to MHRD for laying on the tables of both the houses of Parliament. The university follows proper taxation procedures on all financial transactions.

**Store and Purchase Section:** The university has a well-established store and purchase section for providing support related stationary and other items required for different sections/branches of the University, which is headed by store-in-charge under the direction of the finance officer/in-charge finance.

**Online Admission System:** Admitting students is one of the challenging tasks for the University. To streamline the admission process, the University has introduced Online Admission System or Student Information System powered by online management software. Interested students can apply for admission online, deposit fees, etc. and see their admission status on the e-admission e-portal.

**Teaching Aids:** Teaching aids such as LCD Projectors, PA Systems, Laptops, Desktops, Printers, digital devices, Wi-Fi etc., are periodically checked and maintained by the IT Team and repaired as and when needed by authorized agencies.

**Computer Centre:** The Computer Center maintains network infrastructure to facilitate 2400 network

nodes (approx.) with 60 nos. L2 managed switches (Cisco 2960), 4 nos. of L3 distribution switches (Cisco 3850), and 2 nos. of L3 Core switches (Cisco 9500), hardware firewall (Cyberoam 1000iNG), Backbone link between Core to Distribution is 10G OFC, L2 Access switches of 1G OFC link, 176 nos of Access Point for Wi-Fi infrastructure, JUNIPER Router (MX80) Sr No-E1298 (ZA2934). The Website has been upgraded with new content management softwares to provide access to Dspace-Digital Repository, Servers Virtualization by using Open Source Softwares, Online Recruitment Portal for Online recruitment and Student Admission Portal, etc.

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Policy details of systems and procedures for maintenance and utilization of physical, academic and support facilities – laboratory, library, sports complex, computers, classrooms, etc. | <a href="#">View Document</a> |
| Paste link for additional information  | <a href="#">View Document</a> |

## 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 institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).**

**Response:** 72.05

**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)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3003    | 2678    | 2650    | 1444    | 74      |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

**5.1.2 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 23.56

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 769     | 551     | 969     | 378     | 453     |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Link for additional information

[View Document](#)

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical**

**fitness, health and hygiene) 4. Awareness of trends in technology****Response:** A. All of the above

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

**5.1.4 The institution adopts the following for 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:** B. 3 of the above

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

**5.1.5 Activities undertaken by DDE for providing pre-admission counseling services to prospective learners and induction of newly enrolled learners at DDE**

**Response:**

## (i) Pre-admission Counselling Services at DDE

DDE publishes the details about the date of filling up of online application form, duration of pre-admission, admission process etc in local daily news papers as well as uploads them in the website of Tripura University for urban, semi-urban and as well as for the remote/rural learners. All kinds of interested learners usually voice their queries over telephone or physically visit the office of DDE before commencement of filling up of applications for admission.

## (ii) Induction of newly enrolled learners at DDE:

DDE, in every academic session, generally organises an 'Induction Meeting' for all the newly admitted learners of both UG/PG programmes. A number of delegates in the form of the Vice-Chancellor, the Registrar, the Controller, the Deans are usually invited to address and illuminate the mind of students every year. The Director of DDE himself/herself delivers a brief description of DDE in respect of programmes, subjects, PCPs, assignments, examinations, academic sessions etc so that all the freshers are sensitized on the ODL mode and the DDE.

| File Description                                     | Document                      |
|--|-------------------------------|
| Relevant information on activities undertaken at DDE | <a href="#">View Document</a> |

### 5.1.6 *The status and process of online admission including payment of fees at DDE*

#### **Response:**

The admission and related fee payment system in the Tripura University distance education was in offline mode till 2016 - 17. Online admission process was first introduced in the academic session 2017-2018. Online applications portal in the website is opened for Indian applicants for admission to various academic programs of DDE. All relevant information related to the admission is available in the prospectus of the respective academic year. The short listed students are asked to remain present with their original documents, admission fees etc. on the day of Counselling cum Admission, failing which candidature is cancelled. Students take admission on the day of Counselling by depositing the requisite amount of fees online as prescribed by the Directorate of Distance Education, Tripura University. The online admission system creates complete student database which is transferred to the examination branch for smooth conduction of further academic and assessment related procedures.

| File Description                               | Document                      |
|--|-------------------------------|
| Online Admission and related activities at DDE | <a href="#">View Document</a> |
| Any other relevant information                 | <a href="#">View Document</a> |

### 5.1.7 *Strategy followed by DDE for dispatch of study material to learners*

#### **Response:**

DDE usually distributes the hard copies of study materials semester-wise among the learners of both UG/PG programmes and uploads all the soft copies of the same for convenience of the learners. But in the present scenario, due to the onset of the pandemic, the Authority of university had decided not to provide the study materials in hard copies. The soft copies of all the study materials of UG/PG programmes have been uploaded in the website. After completion of the work, the learners were informed through a general notification issued by the Director to download the copies of the relevant documents.

| File Description                            | Document                      |
|---|-------------------------------|
| Material dispatch related activities at DDE | <a href="#">View Document</a> |

### 5.1.8 *Modes employed by DDE to attend to learners' queries Enlist the approaches given below, used by the DDE to attend to learners' queries:*

1. Automated interactive voice response system
2. Call centre
3. Online Help Desk
4. Social media
5. App based support
6. Chat Box
7. E-mail Support
8. Interactive radio counselling
9. Teleconferencing
10. Web-conferencing
11. Student Services Centre/ Inquiry Counter
12. Postal communication

**Response:** B. Any 6-7 of the above

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

### 5.1.9 Average percentage of grievances received at DDE and redressed over the last five years

**Response:** 88.67

#### 5.1.9.1 Number of grievances redressed at DDE year-wise over the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20      | 18      | 12      | 10      | 9       |

#### 5.1.9.2 Number of grievances received at DDE year-wise over the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20      | 20      | 15      | 12      | 10      |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format                                 | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |
| Web link to Grievance Redressal Mechanism Committee for learners at DDE | <a href="#">View Document</a> |

## 5.2 Student Progression

**5.2.1 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 8.54

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 93      | 46      | 30      | 11      | 16      |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 650     | 450     | 360     | 296     | 261     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

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

**Response:** 0.75

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 04      | 27      | 00      | 06      | 02      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

### 5.2.3 Percentage of student progression to higher education (previous graduating batch).

**Response:** 8.48

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

Response: 93

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

### 5.2.4 Percentage of learners enrolled at DDE in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar

**Response:** 0.81

#### 5.2.4.1 Number of newly enrolled learners submitted assignments at DDE in the preceding academic year

Response: 3493

#### 5.2.4.2 Total number of newly enrolled learners at DDE in the preceding academic year

Response: 4328

| File Description                                      | Document                      |
|---|-------------------------------|
| List of programmes on offer at DDE                    | <a href="#">View Document</a> |
| Institutional data in prescribed format               | <a href="#">View Document</a> |
| Web-link of assignments of programmes on offer at DDE | <a href="#">View Document</a> |
| Web-link to academic calendar of the DDE              | <a href="#">View Document</a> |

### 5.2.5 Percentage of learners enrolled at DDE in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination

**Response:** 76.66



**5.2.5.1 Number of freshly enrolled learners passed of DDE in the preceding year**

Response: 3318

**5.2.5.2 Total number of freshly enrolled learners in term end examination of DDE in the preceding year**

Response: 4328

| File Description  | Document                      |
|---|-------------------------------|
| List of programmes on offered by DDE  | <a href="#">View Document</a> |
| List of learners (only freshly enrolled)who have passed term end examination of DDE | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Web-link of examination schedule of DDE   | <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 events (award for a team event should be counted as one) during the last five years.**

Response: 35

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3       | 8       | 10      | 12      | 2       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for additional information         | <a href="#">View Document</a> |

**5.3.2 Presence of Student Council and its activities for institutional development and student welfare.**

Response:

Tripura University is fully aware of the indispensability of strong and active Students' Council to represent and voice concerns of the first primary stakeholders of any academic institution of higher learning. With this view in mind, the university has taken a concerted effort to initiate the formation of a Students'

Council in January 2017, keeping in mind all the required legal and academic parameters and directions provided by the concerned regulatory bodies such as the UGC and the Statutes and Ordinances of Tripura University. The university envisions an active Students' Council that would play a structural and integral role in all academic bodies and committees of the university like the Academic Council and Court, by effecting an interface between academia and the administration for the larger benefit of the community.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 14.4

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2       | 15      | 17      | 26      | 12      |

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

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

**Response:**

Tripura University Alumni Association (TUAA) keeps in regular touch with all of its alumni through dedicated reunions, events, publications and correspondences, meetings and online networking sites. TUAA arranges meetings to discuss on ways to improve the Association and contribute to the development of the University needs. On the whole, TUAA is working for the interests of the Tripura University.

For successful networking, TUAA is equipped with the following:

Website: <https://www.tripurauniv.ac.in/Page/Alumni>

Facebook group: <https://www.facebook.com/groups/tualumniassociation>

Telegramgroups: <https://t.me/joinchat/UO3LWhoJ270bpo5tz4Xn4g>

At present TUAA has 500 registered members. However, the alumni association is working to prepare the database of its all alumni, department-wise, with their contact details. After that, the association will initiate a drive for fund raising from its alumni.

During the last five years eleven meetings of the TUAA Executive Body were held from time to time.

TUAA invites its successful alumni to deliver lectures and share their success stories on a regular basis. In the recent past three webinars have been arranged in this direction.

TUAA also publishes its newsletter "Tongthok Mukumu" on a regular basis, where the success story of Tripura University alumni have been published in order to encourage and motivate the present students.

TUAA also has organized career counselling programs time to time. In this regard TUAA has formed a team of alumni including the faculty members of TU. They interact with the students time to time. For ease of communication, the list of the same with contact details have been uploaded in the alumni website.

TUAA also arranges interaction programs with the successful alumni and the present students in order to motivate them.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for additional information | <a href="#">View Document</a> |

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

**Response:** E. <5 Lakhs

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

**6.1.1 The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance.**

**Response:**

A multilayered hierarchy of governance exists at different levels of administration in Tripura University. Apex statutory bodies legitimized by the university statutes like the Court, Executive Council, Finance Committee, Academic Council and the Board of Faculties, monitor and ratify decisions of other bodies like the Board of Post Graduate Studies, Undergraduate Board of Studied and the various Departmental Committees. True to its mission statement, this university has always aspired to facilitate a tolerant, friendly and intellectual ambience that would help nurture talent, quality, creativity, research and innovative teaching-learning. In order to ensure these, Tripura University has a structure of administrative and academic governance in place that embodies transparent, participative, dynamic and decentralized decision making, policy framing and deployment.

The four highest statutory bodies, as mentioned above, have representations from all stakeholders viz. faculty members, non-teaching staff and students, including those from beyond the university as per the suggested structure of the statutory bodies.

The entire organizational structure is thus fine tuned in such a manner that even the smallest decision reflects the spirit of the university's vision and mission and represents the most acceptable, rational, pluralistic, credible and objective point of view. With a strong conviction on essential human values and welfare at its core, this university has lived up to the expectations of the region, the demands of the nation and the standards of an ever evolving academia. Hence all echelons of academic and administrative governance in this university hierarchy have imbibed this zeal for academic brilliance and administrative excellence. Ensuring a level playing field for each stakeholder in discussing, deliberating and decision making in its dialectical space, Tripura University has ascertained that its vision and mission are always in focus. Like a tree whose height does not make it oblivious of its roots, this university has never lost touch with the ground realities of the state and its uniqueness, but rather has harnessed them as its USP. In its aim to bring together traditional wisdom of the region and modern epistemological advancement, Tripura University in its essentially student centric approach, has envisaged in its students strength of character and holistic personality. Crafting the students of today into leaders of tomorrow, Tripura University hopes for a confluence of its vision and mission in the days to come.

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

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

**Response:**

Administrative hierarchies have never interfered with the autonomous functioning of the academic departments and have always solicited active participation and cooperation from all, for the larger benefit of students and other stakeholders. The university administration continuously pursues stocktaking of infrastructural status for the ultimate objective of the upgradation of teaching, learning and research facilities attuned to recent trends and demands in career opportunities. The university administration grants enough autonomy to ensure that teaching, learning, research and office administration are carried out effectively and seamlessly with the assistance of statutory bodies like the Court, the Executive Council, the Academic Council, the College Development Council, the Board of Faculty of Studies and the Finance Committee. Other bodies like the Board of Undergraduate Studies, Board of Postgraduate Studies, Departmental Research Committee frame syllabi, rules and guidelines of UG, PG and Ph.D Programs. Rules of doctoral research are framed and implemented by Departmental Research Committees and Research Advisory Committees for each scholar, monitored by ratification bodies like the Board of Postgraduate Studies, Academic Council and Board of Faculty of Studies in strict conformity with UGC guidelines on Ph.D Programs notified from time to time in the Gazette.

In financial matters, decentralization and participative management are ensured through the functioning of the Central Purchase Committee at the highest administrative level and through Imprest Fund allocations at the departmental levels. Each academic department is allocated an Imprest fund to enable smooth functioning of the day to day functioning of the department. The Head of the Department, in close consultation with faculty members is entrusted by the university to manage these Imprest funds with justifications for each spending.

In matters pertaining to examinations, the same principle of participative management prevails with the Controller of Examinations at the helm of affairs ensuring workable autonomy to each Postgraduate department and Centre to assist in conducting examinations at the end of each semester.

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

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed.

**Response:**

As part of its strategic plan of action, the university has consistently endeavored to implement the recommendations of the NAAC Peer team visit during Cycle II. Almost all the recommendations were complied with, the details of which have been enumerated below:

- a) From time to time recruitment drives were carried out to fill up existing vacant faculty posts with well qualified permanent faculty, and initiatives are being continuously taken to fill up the remaining posts.
- b) All the departments of Tripura University have taken proactive steps to regularly upgrade and revise

their syllabi, keeping in mind the needs and requirements of the time.

c) The university has taken strident steps to upgrade teaching-learning facilities by enhancing use of technologically enabled ICT tools and e-resources.

d) Catering to the needs of industry, the university has taken concrete steps to launch skill oriented vocational courses through its' B.Voc Programs on “Rubber Technology” and “Film and Video Production”, after the successful completion of which students have been made skilled enough to compete for positions in the respective industries. The placement of students pursuing these programs bear testimony to the strategic planning which the university has taken since the last NAAC Peer team visit.

e) As per the recommendations of the NAAC peer team during the second cycle on the introduction of the CBCS and the “School System”, the university through its First Ordinances instituted and sanctioned 10 number of “Faculties” across disciplines and subjects offered for PG and other degrees. The CBCS was successfully launched at the PG level in 2018, and has been continuing since then.

f) A coaching center was instituted to enable student-aspirants to pursue All India Civil Services and Banking Services Examinations.

g) Dedicated funds have been allocated for teachers and students as incentives to participate in national and international seminars and conferences. Student exchange programs under the Ek Bharat Sreshtha Bharat scheme have been regularly conducted with travel grants to motivate student exposure.

h) The Tripura University Central Library has been modernized with latest print and digital resources along with increased work-hours in reading rooms to facilitate and encourage library services for optimum access.

i) The format of the IQAC has been augmented with an additional thinktank constituted with a team of Faculty Members to build up a Task Force to assist the IQAC team. The members of the task force regularly hold brainstorming sessions with the Core IQAC team and advise them on emerging issues related to CAS, Recruitment rules etc as published, modified and amended by the UGC from time to time. This has strengthened the functioning of the IQAC and is a unique initiative taken by the Tripura University.

j) The university has achieved satisfactory levels in resource mobilization for research; however, much remains to be done in the field of revenue generation through consultancy, for which the Consultancy Rules are in place.

k) The university has upgraded its infrastructure in terms of its healthcare facilities in having a dedicated Healthcare Centre and 24/7 Ambulance Facility.

| File Description                                       | Document                      |
|--|-------------------------------|
| Any additional information                             | <a href="#">View Document</a> |
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |



### 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 functioning of Tripura University is carried out effectively and seamlessly by the following institutional bodies:

1. The Court
2. The Executive Council.
3. The Academic Council.
4. The College Development Council.
5. The Board of Faculty of Studies (BFS)
6. The Finance Committee.

Constant monitoring is ensured through the administrative set up of the university, comprising of the Vice Chancellor, the Deans, the Registrar, the Controller of Examinations and the Finance Officer. Every appointment is preceded by wide circulation of the notification for appointment in local and national media, and the university website. Every appointment is carried out, following the guidelines issued by UGC and CRR of Tripura University. Once appointed, all teaching and non-teaching employees are governed by the Act, Statues, Ordinance of Tripura University and rules issued by UGC and DoPT. All academic matters in respect to syllabus upgradation, introduction of new courses etc are first routed through the respective statutory bodies like the Undergraduate Board of Studies and Board of Postgraduate Studies, which are then later ratified by the Board of Faculty of Studies and the Academic Council at successive stages till they are implemented. Similarly, all financial and administrative decisions are channelized step by step at their respective levels till they are finally placed in the Finance Committee and/or the Executive Council. These statutory bodies are dedicated to oversee all policy implementations maintaining absolute standards of transparency and probity. As a Central University, Tripura University has always maintained, and is committed to set, the best of standards in its execution of policies, efficiently and effectively at all levels of institutional bodies dedicated to the service of Higher Education in the state of Tripura.

| File Description                             | Document                      |
|--|-------------------------------|
| Link for Additional Information              | <a href="#">View Document</a> |
| Link to Organogram of the University webpage | <a href="#">View Document</a> |

### 6.2.3 Institution Implements e-governance covering following 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     | <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 a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff .

**Response:**

Tripura University has introduced Compulsory Annual Performance Appraisal Report (APAR) for the Teaching Faculty since 2018. The avenues of promotion for the faculty members are taken care of by the CAS (Career Advancement Schemes) which facilitate screening of applicants for promotion at regular intervals. In respect to the teaching faculty, prospective candidates seeking to avail of CAS, are allowed to submit their forms duly filled in with all testimonials for consideration, three months ahead of their dates of eligibility for promotion. For non-teaching staff, similar provisions are laid down to make it convenient for prospective applicants to seek their rightful claims for promotion abiding all relevant rules. For non-teaching employees, the Annual Confidential Report had been changed to Annual Performance Assessment Report (APAR) since 2009. Different branch heads and departmental heads, as applicable, submit the APAR of their respective employees to the Registrar's Branch, which takes these APARs into cognizance at the time of their promotions. Adequate scope is offered by Tripura University to promote the best performers in the higher positions following RR rules of TU. At present almost no Departmental Promotions are pending for the non teaching staffs.

In order to facilitate upgradation of skills for the teaching faculty, regular Faculty Development Programs are organized by the Faculty Development Council under the PMMMNMTT scheme. Under the intensive guidance of External Resource Persons from different universities across the country, and senior Internal resource persons, Interdisciplinary Refresher Courses and Faculty Development Programs are organized on a regular basis in the university to inspire and motivate young faculty members to upgrade their teaching and research skills for the larger benefit of the students.

Moreover, necessary training for upgradation of skills of non-teaching employees are also organized through professional development programs on skills suited to e-governance, office administration and bureaucracy to adjust with the rapidly transforming digital India.

Tripura University is highly empathetic to the concerns of its employees in relation to their satisfaction and well-being in matters of financial and health security. The following monitory welfare measures have been successfully implemented by Tripura University to ensure the well-being of its employees

#### 1.Group Insurance Scheme



- 2.National Pension Scheme (NPS)
- 3.General Provident Fund (GPF)
- 4.Employees Provident Fund (EPF)
- 5.Maternity and paternity leave
- 6.Encashment of earned leave on retirement
- 7.Proposed Employee's Co-operative Society
- 8.Medical reimbursement facility.
- 9.Children's Education Allowance.
- 10.LTC and HTC.
- 11.Employee's Welfare Fund (Maintained by contribution from all staffs)

Among the non-monetary welfare measures, the following have been taken special cognizance of in the campus:

- 1.A fully functional Health Centre in the campus with doctors available in two shifts
- 2.A Children's Play Area
- 3.Green Ecofriendly campus
- 4.Quarter Facility.
- 5.Wifi enabled Campus (free Wifi)

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

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

**Response:** 11.05

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13      | 4       | 12      | 27      | 37      |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for Additional Information         | <a href="#">View Document</a> |

#### Other Upload Files

|   |                               |
|---|-------------------------------|
| 1 | <a href="#">View Document</a> |
|---|-------------------------------|

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

Response: 2.2

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

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

| File Description  | Document                      |
|---|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for Additional Information   | <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: 22.17

#### 6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 44      | 52      | 27      | 41      | 19      |

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

## 6.4 Financial Management and Resource Mobilization

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

##### Response:

Tripura University being a Central University is funded by UGC-MoE, Govt. of India. However, an active Finance Branch not only strives to garner monetary support in the form of grants from various agencies, but also efficiently looks after, monitors and facilitates effective mobilization of resources thus received and generated and also their proper utilization. Tripura University has a well-structured mechanism in place to efficiently channelize fund through various Committees subject to audits at different levels. Although Tripura University is a socially committed, central government funded university, that has academic service as its main mission, it also generates some revenue through its admission fees and other resources which add up to its corpus fund. The university maintains most of the course fees within affordable limits. Tripura University also constantly motivates its Faculty and Research Scholars to mobilize grants and financial assistance in the form of projects from various Government Agencies such as the UGC, DST, DBT, CSIR and ICSSR, North Eastern Council (NEC) to name a few. Recent approval of INR 11 crores by the NEC for a 150 seated Boys' Hostel may be mentioned as an instance of proactive resource mobilization strategy.

Tripura University recognizes that optimum utilization of resources and mobilization of new resources is a priority area for the University. Hence, it has throughout ensured the same by judiciously utilizing public funds and additional resources. Overhead charges from research grants received from various government and non-government funding agencies, routine testing facilities at CIC and various departmental laboratories, leasing out university infrastructure for various commercial outlets and services like banking facility, post office, canteen etc , earning from lodging and boarding facilities at the university Guest House, from conferences, seminars, lectures, workshops, are principally used as IRG and utilized for the maintenance and overall development of the University.

Being a dual-mode university, a lion's share of the IRG comes from the Directorate of Distance Education, the fund of which has been utilized for the development of infrastructure, wherever necessary. In the recent times, an academic block, dedicated to Distance Education, has been developed, using a major share of the IRG generated by the DDE.

Whenever there is a delay in the disbursement of committed funds, the university utilizes the IRG to ensure unhindered functioning of the administration.

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

#### 6.4.2 Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).

Response: 9406.76

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in*

**Lakhs).**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 550     | 350     | 1454    | 1809.77 | 5242.99 |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for Additional Information         | <a href="#">View Document</a> |

#### **6.4.3 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**

**Response:** 3.52

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.58    | 1.30    | 1.6424  | 0       | 0       |

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Annual statements of accounts | <a href="#">View Document</a> |

#### **6.4.4 Institution conducts internal and external financial audits regularly**

**Response:**

The financial transactions of Tripura University are subject to Annual Audit by an Officer from the Finance Branch of the rank of Assistant Registrar who functions as Internal Audit Officer. This also takes into account physical verification of the assets of the university for stock maintaining. In addition to this, External audit in the form of both Statutory Audit and Transactional Audit is conducted regularly by an Expert Team under the administrative control of C&AG, Govt. of India. The report thus prepared is submitted to MHRD for laying on the tables of both the Houses of Parliament. Moreover, it should also be mentioned here that the effective functioning of the Finance Committee and other committees ensure credibility and collective and participative decision making with reference to all financial transactions to guarantee accountability and transparency. The university maintains utmost transparency in maintaining records and evidences in support of its disclosures in financial statements in its Annual Accounts. The C &AG reports sent to the university every financial year and published in the Annual Accounts, bear testimony to the above claim of the university, which state that the books of accounts and relevant records

have been maintained transparently, and that all accounting policies, notes of accounts etc give a true and fair view in conformity with accounting principles generally accepted in India. Living up to the spirit of transparency and probity, the university takes utmost cognizance of all critical comments and suggestions provided by the C & AG to ensure that as an institution, Tripura University lives up to the expectations of all its major stakeholders.

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

## 6.5 Internal Quality Assurance System

**6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals.**

### Response:

The Internal Quality Assurance Cell of Tripura University constantly reviews, monitors and modifies the strategies, processes and measures in practice to sustain and improve the quality of teaching-learning and upgrade the know-how and domain knowledge of its faculty members. It is mandatory for all faculty members to submit Annual Performance Appraisal Report (APAR) which tends to self-evaluate them on the basis of a number of performance indicators viz. research publications, paper presentations in National and International Conferences, Seminars and Symposia, innovative practices in teaching, awards, extra-curricular activities, commitment to social causes through extension activities and other academic achievements. These have been diligently implemented by the authorities and serve as effective mechanisms of self-evaluation. In addition to this, the IQAC has also conducted Gender Audit, Academic Audit and Green Audit periodically. Strategically the IQAC has always monitored, motivated and documented the progression of the faculty members. In addition, the IQAC has also organized workshops for the Registrar Branch.

Tripura University has adopted a unique and structural approach to quality monitoring by constituting a designated Task Force comprising select faculty members to advice, assist and aid the core IQAC team in its regular quality assurance activities. The members of the Task Force engage in brainstorming sessions from time to time in close pursuance of all the recent UGC recommendations, amendments and modifications in matters pertaining to maintenance of the quality of teaching-learning and research, research publications, rules of CAS and direct recruitment etc, to make IQAC a robust body for the service of quality maintenance in Tripura University.

The IQAC also from time to time monitors Learning Outcomes of different programs offered by the university in a methodical and structural way by taking inputs from the departments/centres on the program and course outcomes of different programs and courses offered. In the process the IQAC as a monitoring body has made constructive attempts to sensitize each department and faculty on the validity and veracity of courses offered to meet up to the demands and aspirations of students.

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

**6.5.2 Institution has adopted the following for Quality assurance 1. Academic Administrative Audit (AAA) and follow up action taken 2.Confernces, Seminars, Workshops on quality conducted 3. Collaborative quality initiatives with other institution(s) 4.Orientation programme on quality issues for teachers and students 5. Participation in NIRF 6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).**

**Response:** B. 4 of the above

| File Description                               | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format        | <a href="#">View Document</a> |
| Any additional information                     | <a href="#">View Document</a> |
| Paste web link of Annual reports of University | <a href="#">View Document</a> |

**6.5.3 Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).**

**Response:**

Tripura University has implemented various quality enhancement initiatives in different domains in the past five years as pointed out in the NAAC committee report handed over during the last NAAC visit. In addition to these, other measures have also been taken. A few of the incremental improvements in academic and administrative domains are listed below:

- 1.Enhancement of infrastructure and learning resources in the various Departments in the form of ICT enabled classes and exposure of students and faculty to SWAYAM NPTEL Platforms, MOOCs , UGC INFLIBNET et al.
- 2.Tripura University has been participating in the National Institutional Ranking Framework (NIRF)
- 3.The Central Library of Tripura University has been updated since with latest print books and E book collections as well as access to reputed national and international print and E Journals. The National Program on Technology Enhanced Learning (NPTEL) is being offered to staff and students to supplement and to enhance teaching-learning process. Integrated Library Management Software (ILMS) is being used for library management,
- 4.Tripura University Central Library is also providing Remote Access Service for users to access online resources available in the library. The library is a member of Shodhganga and provides Research Support Service in the form of ITHENTICATE &URKUND to researchers and faculty members.
- 5.Tripura University has upgraded various science laboratories with state-of-the-art facilities and equipment benefitting both students and research scholars.
- 6.Iron Removal Plants have been installed to provide water including potable drinking water in the campus.
- 7.Faculty rooms have been renovated and kitchen and dining facilities in the different hostels have



been improved to provide nutritious food at affordable rates.

8. The entire campus of Tripura University is Wi-Fi enabled and provides access to one and all on campus for academic and administrative purposes,
9. About 70% of the buildings in Tripura University are equipped with ramps and the same shall be extended to all the buildings shortly.
10. Physically Challenged friendly restrooms have been constructed in the Tripura University campus.
11. Various sports and cultural activities have been regularly encouraged and promoted through Cultural Fests (Udbhas, Folk Festival 2018 etc.) to sensitise the university community. Sports Tournaments at Intercollege, inter-university, regional and state level are being constantly organised in the campus which has satisfactory sports facilities managed and maintained by the Dept. of Physical Education and the Tripura University Sports Board. In sync with the rest of India, Fitness for All has been prioritised in Tripura University which boasts of Deepa Karmakar, the world famous gymnast as its alumnus. The university also has been sending university teams, both cultural and sports, to various university fests and tournaments.
12. The Innovation Club of Tripura University has been winning accolades for its achievements at state and national levels

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

Tripura University lays special stress on the promotion of gender equity in the campus, cutting across administrative and academic levels. The university aspires to foster optimum academic output from all its students, cutting across gender boundaries. Steps are taken to ensure that students safely move around in the campus at all times, especially during the evenings. Students are sensitized at all levels through awareness programs, campaigns, street-plays, workshops on gender-equity etc, organized by various departments throughout the year to ensure that students understand the value of gender dignity as well as equity. The Women's Studies' Centre regularly engages in departmental collaborations to organize workshops, seminars and awareness programs on gender equity. For the safety and security all around the campus, several closed-circuit cameras are installed. Committees to address cases of sexual harassment and ragging respectively have been formed to allow victims, if any, to voice their grievances. An Internal Complaints' Committee has been constituted by the university to look into allegations within the campus. In the campus male and female security personnel are deployed on a 24/7 hour basis in various locations to ensure that women scholars and students may smoothly and safely perform their academic activities in their respective departments, different laboratories and the Central Library at all times. The university has also initiated a Gender-audit drive to monitor steps adopted by every branch and department. Dedicated hostel superintendents/matrons have been appointed in all hostels to assist wards and residents. A Day-Care Centre has been set up in the university to assist working parents in the campus.

Tripura University shows utmost concern towards the well-being of students. To address student stress, career advice and family concerns, the university has set up a Students' Counseling Centre in the Department of Psychology. A professional student-counselor is looking after this counseling centre.

| File Description  | Document                      |
|---|-------------------------------|
| Specific facilities provided for women in terms of:<br>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> |

#### 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:** B. 3 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:**

Tripura University is extremely sensitive about maintaining and preserving a green campus with minimal carbon footprint. The University adopts strict measures to implement a plastic-free campus, sensitizing students to refrain from using plastic bottles, cups and glasses. Canteens are advised to avoid plastic as far as practicable. Plastic wastes, if any, are disposed off in non-biodegradable waste vats. A vermi-compost unit has been set up in the campus for the purpose of solid waste management. Most of the departments independently manage their solid waste produced in the department with the help of students, staff and faculty members. Cleanliness drives are organised as part of Swachhta campaigns with the objective of sensitizing students on waste management and the distinction between bio-degradable and non-biodegradable wastes. The University tries its level best to reduce the use of paper at different levels, thereby promoting the cause of a digital campus. The University is less-stressed in terms of both its liquid waste and e-waste generation and therefore, believes in standard liquid and waste management techniques. Waste water from the kitchens of hostels, canteens and guest houses are recycled to water gardens and orchards in the campus.

- **Solid waste management**

Each of the stake holders of the university has appropriated their own set of solid-waste management practices as per their convenience, requirements, and availability of resources. Tripura University does not use radio isotopes. Hazardous chemicals like carcinogens are used as per recommendations of the Institutional Biosafety Committee and according to the suggestions of the committee, they are disposed off by the Agartala Municipal Corporation.

#### **Liquid waste management:**

Liquid waste is generated from Science laboratories, Hostels, Residential quarters and canteen. Liquid wastes generated by the University are of two types: 1. Sewage waste. 2. Laboratory, residential washing and canteen effluent. The liquid wastes are mainly drained in the ground through soak pits.

**E-waste management:**

E-wastes are generated from different labs, Academic and Administrative Offices. The e-waste includes out-of-order equipments or obsolete items like lab instruments, circuits, desktops, laptops and accessories, printer, charging and network cables, Wi-fi devices, cartridges, sound systems, display units, UPS, Biometric Machine, scientific instruments etc. All these wastes are put to optimal use. All such equipment's which cannot be reused or recycled is being disposed off through authorized vendors. Instead of a new procurement Buy-Back option is preferred for technology up gradation.

**Waste Recycling System :**

Degradable solid waste collected from Cafeteria, Boys' and Girls' Hostels, Guest Houses and from Residential Quarters are dumped in the Vermicompost facility to make organic fertilizer which are used in the farms.

**Hazardous Waste Management:**

Most of the departments do not generate hazardous waste and can be classified as conditionally exempt small quantity generators (generators of less than 100 grams of hazardous waste per month). All stakeholders, especially from Academic Departments and laboratories are responsible for disseminating information on hazardous materials being used. As the amount of hazardous waste is nil or very negligible amount, there is not facility developed to transport and manage it in proper place.

| File Description  | Document                      |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <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:** A. Any 4 or all of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| 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:** Any 4 or All of the above

| File Description             | Document                      |
|------------------------------|-------------------------------|
| 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:** B. 3 of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| 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:** A. Any 4 or all of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Any other relevant information | <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:**

Tripura University has always been responsive to the ethnicity and cultural diversity of the region as a

whole and the state of Tripura in particular. True to this philosophy of its functioning and in consonance with the demographic plurality, comprising students, teaching and non-teaching staff, this university has functioned as an exemplary model in upholding an inclusive environment. Communal harmony, religious tolerance and linguistic plurality are cherished assets of this seat of higher learning in the state of Tripura.

The Tripura University Cultural Festival ‘Udbhaas’, has been an annual event in this institution to promote all the above virtues. During the festival, artists and performers have been regularly felicitated from different cultural and ethnic backgrounds, providing a platform to showcase their uniqueness cultural diversity. Moreover, the festival is dedicated to sensitize the university fraternity on the diverse and less-known facets of the rich heritage of Tripura.

In the sphere of academic and administrative management, every committee is equitably represented by commensurate diversity in a very democratic and pluralistic manner, taking all stakeholders on board. Living up to the aspirations of the people of the state and region, this university has started offering courses in multiple languages including Kokborok, Mizo, Manipuri etc. and have also encouraged doctoral research in various aspects of its cultural diversity and ethnicity. This has ensured and upheld an ambience of tolerance and harmony in this university.

| File Description   | Document                      |
|--|-------------------------------|
| 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:**

Tripura University, as a Central University, is well aware of its ethical and constitutional responsibilities to preserve the sanctity of the cherished values enshrined in our Constitution. The university fraternity remains ever alert in sensitizing students and employees to our constitutional obligations. Vigilance Awareness Week is observed every year through oath-taking ceremonies and discussions to sensitize and eradicate corruption. The university also organizes regular sensitization programs on social evils like drug abuse and domestic violence to apprise our youth on mental, physical and social health, so that the constitutional values and rights are protected and respected in our society. On days of national importance like 26th January and 15th August, celebrations are held each year, graced by the Vice Chancellor, Deans of different faculties, Registrar and other faculties to sensitize stakeholders on the heroes of the country and discuss matters on fundamental rights, values, duties and responsibilities of the citizen as charted out in The Constitution of India. On such occasions, the university encourages wholehearted participation of students and the local population from the adjoining villages to apprise citizens on the importance of protecting and preserving democratic values. Posters and banners are put up throughout the year in front of all administrative and academic blocks and on the departmental notice boards to remind the students on matters pertaining to fundamental duties of a true citizen. Also on 26th November every year, Constitution Day is celebrated, during the occasion of which, the university deliberates upon the rights, duties and responsibilities of citizens. Essay-writing competitions, speech competitions and debates on contemporary

issues are organized during such occasions with the objective of encouraging students to express and share their views on civic and constitutional responsibilities. On the occasion of the birthday of Swami Vivekananda on the 12th of January every year since 2016, the university has been celebrating National Youth Day to motivate students and youth through discussions on the way of life and ideas espoused by the great monk.

| File Description  | Document                      |
|---|-------------------------------|
| Details of activities that inculcate values necessary to render students in to responsible citizens | <a href="#">View Document</a> |

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

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

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

| File Description   | Document                      |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | <a href="#">View Document</a> |

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

**Response:**

Tripura University, being a multicultural, multi-ethnic national centre of higher learning in Tripura, recognizes the importance of organizing national and international commemorative days, events and festivals to uphold its regional, national and global character. Surrounded by Bangladesh, Mizoram, Assam and Meghalaya on its borders, Tripura enjoys a very special geographical character with diverse heritages bequeathed by each of its multiple identities. To cherish and celebrate this rich diversity, Tripura University organizes several programs throughout the year in the campus, among which may be mentioned Matribhasha Diwas, Gurudev Rabindranath Tagore's birthday, International Yuva Diwas and Netaji Subhash Chandra Bose's birthday, to name a few. Besides this, the university also organizes and celebrates national and international occasions as per directions received from the Ministry of Education/MHRD from time to time. The university is part of 'Ek Bharat Shrestha Bharath' initiative, in pursuance of which, Tripura University teams up with the Central University of Bihar to conduct various events like Speech Competitions, Essay-writing and Debate competitions, Book Exhibition and Quiz contests etc. to attract

students to participate and engage upon local, national and global issues of importance. Very recently in the year 2020, the university has organized a Tripura University Literary Festival to highlight creative works of students, faculty and non-teaching staff of the university. Tripura University organizes an Annual Cultural Festival – *Udbhaas* – to celebrate this rich cultural diversity of the region.

| File Description   | Document                      |
|--|-------------------------------|
| Any other relevant information   | <a href="#">View Document</a> |
| Annual report of the celebrations and commemorative events for the last five years | <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 Practice 1

**A.1.1 Title : Reviving a ‘Reading-Ecosystem’ through Holistic Library Practices**

**A1.2 Objectives:**

- 1.To promote healthy reading habits among newly admitted students through library service, resources, and facilities.
- 2.To develop awareness among the school children, during their educational visit to the University, regarding the importance of library and usage in one’s academic life.
- 3.To create a better research ecosystem by providing remote access to digital resources of the Central Library.

**A1.3 Context**

- Library Membership Drive-cum-Orientation Program.
- Encouraging Library Literacy among School Students.
- Optimum utilization of library resources.

**A1.4 Practice**

- Every year, the Central Library conducts membership drive-cum-orientation programs for newly admitted students across departments. The section-in-charge of membership and circulation and the trained staff have been entrusted with the responsibility of extending their services through library membership drive-cum-orientation programs. An email notification is generally sent to all heads of departments / centres to enlist newly admitted students and their allotted slots for the smooth conduction of the program. All the academic departments participate in this endeavor.



- Visit to the Central Library is mandatory for School students, during their educational tours. During such tours, young minds are sensitized on the benefits of reading books and the role it can play in shaping up of their minds.
- The central library has created a conducive environment for reading and research.

### **A1.5 Evidence of Success**

- The library membership drive-cum-orientation program has increased the usage of library facilities, both in physical and digital platforms.
- Library visit has become a popular practice among the school students during Educational Tours.
- A sustained increase in the use of digital resources by the faculty, scholars and students.

### **A1.6 Problems encountered and Resource Required**

- The distance of some academic departments from the Central Library and the short intervals and breaks in-between classes are major hindrances for physical uses of library resources.
- Unavailability of books suited to school children.
- Poor economic condition of students along with slow internet connectivity in remote parts of the state.

Following resources were required while implementing the practice-

- Trained, capable and dedicated staff for each section.
- Adequate number of subscribed e-resources along with computer facility with uninterrupted internet connectivity and library automation software.

### **A 1.7 Note:**

### **Best Practice 2**

#### **B. 2.1 Title: Reclamation cum development of wastelands for Organic Horti-agricultural farming and related Knowledge Generation**

#### **B 2.2 Objectives:**

- To transform wastelands into productive holding for cultivation of organic fruit and vegetable
- To sensitize university stakeholders on farming techniques through firsthand knowledge and grow own food

#### **B 2.3 Context:**

Tripura University, spread over 79 acres of land, has a fair share of productive and wastelands within its campus. While infrastructural augmentation had taken over the available flat lands, the wastelands spread over the undulating topography of hilly Tripura, had remained barren over the years. The University had taken initiatives to develop those lands for cultivation of horti-agricultural products as a part of its extra-curricular pedagogy to impart holistic education through cultivation of body, mind and soul of the

stakeholders in the campus. The initiative was also intended to generate knowledge on organic farming techniques and management of wastelands using locally available resources.

#### **B 2.4 Practice:**

The wastelands were converted into fallow lands involving University students and staff under the able guidance of a competent horticulturalist. One part of the degraded land was converted into an orchard and another into a garden, to plant various fruits and vegetables. For the orchard, a crop high in demand, but hardly grown in the state of Tripura, sweet lemon (Mousambi), was selected. Organic fertilizer required for growing this crop was initially procured from the market. Subsequently, a decision was taken to set up a vermicomposting unit to furnish organic manure for the orchard as well as to solve the problem of solid waste disposal, otherwise requiring separate disposal mechanism involving high cost.

High quality produces from this orchard are sold to the University stakeholders in half of the market price and occasionally distributed to the boarders. A part of the revenue generated from this practice is utilized in meeting the recurring cost of the project to make it a self-sustaining one.

Since, the project was implemented with active participation of many University stakeholders and within the campus, it provided enthusiasm, motivation and confidence to the beneficiaries to take up such projects voluntarily within their respective premises. The orchard is also a research field for many of the students in the departments related to plant sciences.

To meet the demand of manure in the cultivation, a vermicomposting unit was set up. The unit served the dual purpose of managing bio-degradable solid wastes of the University as well as supplying requisite quantities of manure for the project.

#### **B 2.5 Evidence of Success**

A significant share of fruits and vegetables grown in the campus was sold at subsidized rates, at half the market price, generating around INR 2 lakhs in the first year itself. Demand for the product was so high that an upper limit of per capita sale was imposed to reach maximum number of beneficiaries. To popularize the practice and as part of social responsibility, efforts were taken to distribute significant number of the produce in the adopted villages and among the boarders, at free of cost. The success story was well covered by local media outlets. The TSS level of the harvested sweet lemon was found to be within 15 – 16 Brix which is higher than the standard.

#### **B 2.6 Problems Encountered and Resources Required**

Apparently there were no problems encountered while undertaking this project, except for the expert manpower required. The project was highly appreciated by local and outside visitors to the University.

Following resources were required for implementing the project.

1. A Start-up grant
2. Landscaping specialist and expert horticulturist to further develop the project
3. Agricultural labour for sweet lemon cultivation
4. Irrigation facility
5. Sale mechanism of the produces and use of revenue generated



6. Production of organic manure

### B 2.7 Notes

| File Description                             | Document                      |
|--|-------------------------------|
| 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:

As envisaged in the Tripura University Act, 2006, the main thrust of the university remains focused on disseminating and advancing knowledge by providing instructional and research facilities in such branches of learning as they may deem fit; to make provisions for integrated courses in humanities, natural and physical sciences, social sciences, forestry and other allied disciplines in the educational programmes of the University; to make special provisions for studies in tribal life and culture; to take appropriate measures for promoting innovations in teaching learning process, interdisciplinary studies and research; to educate and train manpower for the development of the State of Tripura; and to pay special attention to the improvement of the social and economic conditions and welfare of the people of the state, their intellectual, academic and cultural development. In terms of female representation in higher education, Tripura University is at par with the national Gender Parity Index.

Being located in the hilly terrain of North East and surrounded by the international border with Bangladesh and the state borders of Assam, Mizoram and Meghalaya, Tripura is not only rich in flora and fauna, but also special in its cultural and ethnic diversity. As a central educational institution and increasingly becoming popular in the region, the university continuously strives to fulfil the aspirations of the youth of not only Tripura, but also other states of the North-East. The university has consistently attracted students from other parts of India as well, and even international students from Bangladesh to pursue different programs offered by it.

Tripura University is among very few universities in India which offers Distance Education as well as affiliation to almost all government degree colleges of the state and the best private colleges providing higher education within Tripura. Although Tripura University as a central institution of higher learning is mandated to focus on its in-campus programs, a considerable amount of energy and resources are spent in the nurturing and upgrading UG programs offered in the affiliated degree colleges. For this purpose, Tripura University has its own College Development Council with a full-time Director. Each Govt General Degree College of the state is equipped with a Nodal Learning Centre of the Directorate of Distance Education, Tripura University. This is part of the larger objective of the university to extend its resources to the remotest corners of the state and reach out to not just new learners, but also working professionals aspiring to pursue a university degree.

It has been stated earlier that Tripura University lays special stress on highlighting the ethnic, cultural and

linguistic diversities of the state. To live up to this goal, Tripura University, in its curricula, offers a Master of Arts program in Kokborok language and literature – the only postgraduate degree offered in the country on Kokborok language and literature. It may be noted that Kokborok is a language spoken by a large section of the ethnic population in the state of Tripura and is an official language of the state, besides Bengali and English.

The uniqueness of Tripura University also lies in its sensitivity to the local natural resources of the state. To promote local resource based industry and entrepreneurs, the university offers a Diploma program in Bamboo Cultivation and Resource Utilization. A Bamboo-Setum has been established within the Tripura University Campus – a unique venture initiated by the Department of Botany where one can experience the beauty of different bamboo species found in Tripura. Moreover, Tripura being a rich source of medicinal plants, the University has concentrated in exploring research avenues in the medicinal activities of the unique compounds found in those plants. Besides, the university has been exploring the scope of development of promising horticultural products like pineapples and other fruits.

Rubber Technology is another program, which has been a part of the academic system and has been well-incorporated in the University curricula, the practical application of which is strengthened by the abundance and availability of rubber in the state. This skill-based program emphasizes on both theoretical and practical aspects of the different processes of Rubber Technology, as is evident from its almost 100 % placement record.

Considering the rich biodiversity of the region and proximity of the bio-resources, this university started offering a unique PG degree programme in 'Forestry and Biodiversity' which was well appreciated by the former president of India, Shri Pranab Mukherjee, in his Convocation address.

Being located in a semi-urban set up, the University is engaged in outreach activities, to practically implement the output of several research programs as is reflected in its different programs implemented in its adopted villages (Suryamaninagar, Ballavpur, Shreenagar, Mahesh khola, Pandavpur, Baghmara, Khasmadhupur Kanchanmala.).

Tripura University has set up a Manuscript Resource & Conservation, which came into being in the Department of History, Tripura University on 20th December, 2010 after signing MOU with National Mission for Manuscripts, Ministry of Culture, Government of India, New Delhi. Tripura University started functioning as an MCC from March, 2011. The MCC is primarily involved in preventive conservation and create a Conservation nucleus in the state of Tripura. A small conservation laboratory has been set up with basic infrastructure and basic chemicals. The Centre has also taken initiative to preserve the Princely State Documents, manuscripts, rare books, paintings, coins and most specially the letters of Rabindranath Tagore which is under the Custody of the Royal family of Tripura. Since its inception, the MCC has been very active in survey and documentation work. MCC has carried out extensive communication programmes in the State. MCC have already installed E-Granthavali software for documentation of the Manuscripts and Converting this information in electronic formats and submission in the form of CD to database of NMM for larger interests of Manuscripts. This MCC has got a very good collection of Paper manuscripts which are in good condition and are stored properly. It has so far taken preventive care of near about 800 manuscripts.

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

NAAC

## 5. CONCLUSION

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### **Additional Information :**

From a very modest beginning as a Post Graduate Center of Calcutta University, located in a far off land-locked Northeast state, to a state University in 1987, and eventual conversion into a Central University in 2007, Tripura University has straddled all the vicissitudes in the life of an academic institution in its effort to realize the dreams and ambitions of the people of Tripura. In spite of being the only University in the state for decades, our commitment to quality was no less than our social responsibility to reach out to as many students as possible. Setting up of a DDE to increase the GER in the state was coupled with launching of Vocational Courses to harness the potential of local resources in the University. Even in the face of all the practical hurdles faced by the University since 2015, in absence of regular topmost statutory officers for a long period, the University has performed exceedingly well in pursuing the goals set up in the Tripura University Acts and Statutes. Nevertheless, one sincere regret has been the discontinuation of the wide educational access providing, maximum internal resource generating and well performing DDE since 2020-21, due to Tripura University not securing "A" category in the last NAAC cycle.

It is worth mentioning here that Tripura University has been accorded 31st position in all India ranking by India Today-MRDA Survey for the year 2018. As the highest seat of learning in this small speck of a state on the map of India, Tripura University is committed to equip its students to live creatively, responsibly, and peacefully, thus empowering them to become agents of change for a better and progressive society. This university recognizes the need to tap creative and innovative talents at the grassroots and link them to the formal education system. By strengthening this linkage and working constantly in collaboration with the State Government and other Non-Governmental agencies, Tripura University pledges to transform innovators into promising entrepreneurs and leaders in their respective fields.

### **Concluding Remarks :**

A University is the temple of Higher Education in every country irrespective of its developmental status. It is that strong platform which creates the future citizens and the flag bearer of the nation.

It is our pleasure to submit the Self Study Report (SSR) to the National Assessment and Accreditation Council (NAAC), Bangalore, for re-accreditation (Cycle-3). It is a coveted opportunity for us to review the changes and progress since the accreditation of the University in 2015. We have implemented multidimensional policies to enhance and enrich our academic programs. The University complied with almost every recommendation made by the Peer Team at the time of accreditation in 2015 in a planned manner. New innovative ideas and techniques were adopted for better exploitation of our resources and strengths, and corrective measures were adopted to weed out our weaknesses.

The University sincerely believes that the effort put in the last five years shall result in higher grading by NAAC in this cycle and enable to continue with the service provided by the Directorate of Distance Education.

This report is a sincere attempt to showcase both previous and recent activities of the diverse streams of the university. The task of preparing this report offered a golden opportunity to the NAAC Task Forces and members of the University fraternity to introspect, rejuvenate and streamline the management of information system.

However, it must be mentioned here that the significant contribution made by the University is the result of sustained and dedicated effort of all the stakeholders including members of Executive Council, Academic Council, Finance Committee, faculty, administrative staff and our beloved students. We sincerely believe and anticipate that the NAAC shall acknowledge our efforts in their appraisal and assessment.

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
|-----------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|-----|-----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1.2     | <p><b>Percentage of Programmes where syllabus revision was carried out during the last five years.</b></p> <p>1.1.2.1. <i>How many Programmes were revised out of total number of Programmes offered during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>28</td> <td>17</td> <td>17</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>19</td> <td>17</td> <td>17</td> <td>33</td> </tr> </tbody> </table> <p>1.1.2.2. <i>Number of all Programmes offered by the institution during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>103</td> <td>96</td> <td>93</td> <td>87</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>64</td> <td>59</td> <td>60</td> <td>54</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 49 | 28 | 17 | 17 | 33 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 34 | 19 | 17 | 17 | 33 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 110 | 103 | 96 | 93 | 87 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 69 | 64 | 59 | 60 | 54 |
| 2019-20   | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 49        | 28  | 17      | 17      | 33      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2019-20   | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 34        | 19  | 17      | 17      | 33      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2019-20   | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 110       | 103   | 96      | 93      | 87      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2019-20   | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 69        | 64  | 59      | 60      | 54      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.2.1     | <p><b>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p>1.2.1.1. <b>How many new courses were introduced within the last five years.</b><br/>           Answer before DVV Verification : 747</p> <p>1.2.1.2. <b>Number of courses offered by the institution across all programmes during the last five years.</b><br/>           Answer before DVV Verification : 1520<br/>           Answer after DVV Verification: 1556</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.2.2     | <p><b>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p>1.2.2.1. <b>Number of Programmes in which CBCS / Elective course system implemented.</b><br/>           Answer before DVV Verification : 76<br/>           Answer after DVV Verification: 68</p> <p>Remark : As per the HEI statement in the Response dialogue box and the data provided with the Metric during clarification. The number of programmes claimed by the HEI are more than the total</p>  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |     |     |    |    |    |         |         |         |         |         |    |    |    |    |    |

number of programmes in 1.1. Only Face to Face are counted

**1.3.4 Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).**

**1.3.4.1. Number of students undertaking field projects or research projects or internships.**

Answer before DVV Verification : 1241

Answer after DVV Verification: 857

Remark : As per the HEI statement in the Response dialogue box and the data provided with the Metric during clarification.

**2.1.1 Demand Ratio (Average of last five years)**

**2.1.1.1. Number of seats available year wise during the last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2538    | 2136    | 2068    | 1998    | 1758    |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1988    | 2454    | 2006    | 1919    | 1682    |

Remark : As per the HEI statement in the clarification response box and the data provided with the Metric during clarification.

**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**

**(Excluding Supernumerary Seats)**

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1273    | 1323    | 1251    | 1195    | 1091    |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 859     | 952     | 908     | 927     | 1025    |

Remark : As per the HEI statement in the clarification response box and the data provided with the Metric during clarification.



| 2.3.5   | <p><b>Average percentage of the learning material of the DDE is digitized and the SLMs uploaded on the website / Online Repository / e-content app / LMS for their availability to the learners over the last five years</b></p> <p>2.3.5.1. <b>Number of learning material of the DDE digitized and the SLMs uploaded on the website / Online Repository / e-content app / LMS for their availability to the learners year - wise over the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 607"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 685 1046 819"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 4   | 4   | 4   | 4   | 4   | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1   | 0   | 0   | 0   | 0   |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 4       | 4   | 4       | 4       | 4       |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 1       | 0   | 0       | 0       | 0       |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 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’Lit. year-wise during the last five years</b></p> <p>2.4.2.1. <b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1099 1046 1234"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>155</td> <td>148</td> <td>145</td> <td>136</td> <td>128</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1312 1046 1447"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>140</td> <td>140</td> <td>144</td> <td>134</td> <td>117</td> </tr> </tbody> </table>   | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 155 | 148 | 145 | 136 | 128 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 140 | 140 | 144 | 134 | 117 |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 155     | 148   | 145     | 136     | 128     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 140     | 140   | 144     | 134     | 117     |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.4.3   | <p><b>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b></p> <p>2.4.3.1. <b>Total experience of full-time teachers</b><br/>         Answer before DVV Verification : 1788<br/>         Answer after DVV Verification: 1695</p>  |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2.4.4   | <p><b>Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years</b></p> <p>2.4.4.1. <b>Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 2040 1046 2085"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>  | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |
|         |   |         |         |         |         |         |     |     |     |     |     |         |         |         |         |         |     |     |     |     |     |

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 09      | 11      | 09      | 06      | 02      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 06      | 03      | 06      | 02      | 02      |

2.4.5 **Average percentage of the sanctioned posts occupied by full time teachers and other academics respectively at DDE over the last five years**

**2.4.5.1. Number of the sanctioned posts occupied by full-time teachers and other academics respectively at DDE year wise during the last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 21      | 21      | 23      | 26      | 25      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6       | 6       | 6       | 9       | 9       |

**2.4.5.2. Number of sanctioned posts in DDE**

Answer before DVV Verification:

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

2.5.2 **Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**2.5.2.1. Number of complaints/grievances about evaluation year wise during the last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0       | 2       | 7       | 0       | 0       |

Answer After DVV Verification :

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

Remark : As per the HEI statement in the Response dialogue box and the data provided with the Metric during clarification.

3.1.3 **Percentage of teachers receiving national / international fellowship / financial support by**

**various agencies for advanced studies / research during the last five years.**

**3.1.3.1. The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6       | 10      | 4       | 1       | 3       |

Answer After DVV Verification :

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

**3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years**

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

Answer before DVV Verification : 104

Answer after DVV Verification: 97

**3.2.3.2. Number of full time teachers worked in the institution year-wise during the last five years..**

Answer before DVV Verification : 189

**3.3.3 Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.**

**3.3.3.1. Total number of awards / recognitions received for *research* / innovations won by institution / teachers / research scholars / students year-wise during the last five years.**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 38      | 11      | 19      | 17      | 8       |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 17      | 6       | 11      | 9       | 3       |

**3.4.2 The institution provides incentives to teachers who receive state, national and international recognitions/awards**

**1. Commendation and monetary incentive at a University function**

**2. Commendation and medal at a University function**

**3. Certificate of honor**

**4. Announcement in the Newsletter / website**

Answer before DVV Verification : A.. All of the above

Answer After DVV Verification: B.. 3 of the above

**3.4.3 Number of Patents published / awarded during the last five years.****3.4.3.1. Total number of Patents published / awarded year-wise during the last five years.**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3       | 0       | 2       | 5       | 1       |

Answer After DVV Verification :

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

**3.4.5 Number of research papers per teachers in the Journals notified on UGC website during the last five years****3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 212     | 214     | 223     | 182     | 160     |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 208     | 161     | 204     | 168     | 135     |

**3.4.6 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****3.4.6.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 65      | 86      | 100     | 99      | 64      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 22      | 25      | 19      | 34      | 15      |

3.4.7 **E-content is developed by teachers :**

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. Any other Government Initiatives
6. For Institutional LMS

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

Answer After DVV Verification: D. Any 2 of the above

## 3.4.10 Number of books, chapters in books, articles and research papers in journals in the area of Distance Education published by teachers and other academics of the Institution

## 3.4.10.1. Number of publications on distance education over the last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 11      | 09      | 17      | 08      | 18      |

Answer After DVV Verification :

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

3.5.2 **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**3.5.2.1. **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13.38   | 0       | 26.53   | 21.24   | 17.506  |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13.38   | 0       | 26.53   | 21.24   | 17.506  |

3.6.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**3.6.3.1. **Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 28      | 19      | 31      | 13      | 11      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 17      | 10      | 19      | 9       | 7       |

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3459    | 2409    | 4360    | 1092    | 1115    |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1576    | 944     | 3183    | 565     | 700     |

Remark : As per the HEI statement in the Response dialogue box and the data provided with the Metric during clarification in 3.6.3 and with this Metric.

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

**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 140.40  | 1079.94 | 2399.68 | 2424.82 | 1803.57 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 140.40  | 1080    | 2399.7  | 3626.5  | 1803.6  |

**4.1.5 Average percentage of expenditure incurred for infrastructure augmentation of DDE (INR in Lakhs)**

**4.1.5.1. Expenditure incurred for infrastructure augmentation against total expenditure**

**excluding salary year - wise over the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 95.96   | 174.01  | 904.84  | 165.25  | 94.25   |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.4     | 0       | 0       | 4.07    | 5.13    |

4.1.6 **Average percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities of DDE (INR in lakhs)**

4.1.6.1. **Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 95.96   | 174.01  | 904.84  | 165.25  | 94.25   |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0.67    | 0.0625  | 0       | 0       | 4.01    |

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 for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 109.59  | 52.26   | 44.39   | 17.73   | 104.67  |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 10.95   | 52.26   | 44.39   | 177.36  | 104.67  |

4.4.1 **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and**



**academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1260.16 | 1599.75 | 1721.05 | 1407.45 | 1170.97 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1235.37 | 1559.82 | 1673.95 | 1358.22 | 1141.60 |

5.1.8 **Modes employed by DDE to attend to learners' queries**

**Enlist the approaches given below, used by the DDE to attend to learners' queries:**

1. **Automated interactive voice response system**
2. **Call centre**
3. **Online Help Desk**
4. **Social media**
5. **App based support**
6. **Chat Box**
7. **E-mail Support**
8. **Interactive radio counselling**
9. **Teleconferencing**
10. **Web-conferencing**
11. **Student Services Centre/ Inquiry Counter**
12. **Postal communication**

Answer before DVV Verification : C. Any 4-5 of the above

Answer After DVV Verification: B. Any 6-7of the above

Remark : As per the HEI statement in the Response dialogue box and the data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 65      | 25      | 52      | 50      | 23      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 04      | 27      | 00      | 06      | 02      |

Remark : As per the HEI statement in the Response dialogue box and the data provided with the Metric during clarification.

5.2.4 **Percentage of learners enrolled at DDE in the preceding academic year (only newly enrolled) have submitted assignments as per the academic calendar**

5.2.4.1. **Number of newly enrolled learners submitted assignments at DDE in the preceding academic year**

Answer before DVV Verification : 3493

**at DDE in the preceding academic year**

Answer before DVV Verification : 3535

Answer after DVV Verification: 4328

5.2.4.2. **Total number of newly enrolled learners**

5.2.5 **Percentage of learners enrolled at DDE in the preceding academic year (only freshly enrolled) and have appeared and have passed in the term end examination**

5.2.5.1. **Number of freshly enrolled learners passed of DDE in the preceding year**

Answer before DVV Verification : 3727

Answer after DVV Verification: 3318

5.2.5.2. **Total number of freshly enrolled learners in term end examination of DDE in the preceding year**

Answer before DVV Verification : 4328

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

6.3.4.1. **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 53      | 64      | 35      | 50      | 30      |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 44      | 52      | 27      | 41      | 19      |

6.4.2 **Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V ) (INR in Lakhs).**

6.4.2.1. **Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).**

Answer before DVV Verification:

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

|     |     |      |         |         |
|-----|-----|------|---------|---------|
| 550 | 350 | 1454 | 1559.77 | 3000.23 |
|-----|-----|------|---------|---------|

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 550     | 350     | 1454    | 1809.77 | 5242.99 |

|       |  |
|-------|--|
| 6.5.2 | <p><b>Institution has adopted the following for Quality assurance</b></p> <ol style="list-style-type: none"> <li><b>1. Academic Administrative Audit (AAA) and follow up action taken</b></li> <li><b>2. Confernces, Seminars, Workshops on quality conducted</b></li> <li><b>3. Collaborative quality initiatives with other institution(s)</b></li> <li><b>4. Orientation programme on quality issues for teachers and students</b></li> <li><b>5. Participation in NIRF</b></li> <li><b>6. Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).</b></li> </ol> <p>Answer before DVV Verification : B. 4 of the above<br/>         Answer After DVV Verification: B. 4 of the above<br/>         Remark : As per the HEI statement in the Response dialogue box and the data provided with the Metric during clarification.</p> |
| 7.1.2 | <p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <ol style="list-style-type: none"> <li><b>1. Solar energy</b></li> <li><b>2. Biogas plant</b></li> <li><b>3. Wheeling to the Grid</b></li> <li><b>4. Sensor-based energy conservation</b></li> <li><b>5. Use of LED bulbs/ power efficient equipment</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above<br/>         Answer After DVV Verification: B. 3 of the above</p>  |
| 7.1.4 | <p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li><b>1. Rain water harvesting</b></li> <li><b>2. Borewell /Open well recharge</b></li> <li><b>3. Construction of tanks and bunds</b></li> <li><b>4. Waste water recycling</b></li> <li><b>5. Maintenance of water bodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above</p>  |

|        |  |
|--------|--|
|        | Answer After DVV Verification: A. Any 4 or all of the above  |
| 7.1.5  | <p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above<br/>Answer After DVV Verification: A. Any 4 or All of the above</p>  |
| 7.1.6  | <p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above<br/>Answer After DVV Verification: B. 3 of the above</p>   |
| 7.1.7  | <p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Divyangjan friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above<br/>Answer After DVV Verification: A. Any 4 or all of the above</p> |
| 7.1.10 | <p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : C. 2 of the above<br/>Answer After DVV Verification: C. 2 of the above</p>   |

## 2. Extended Profile Deviations

|    |                    |
|----|--------------------|
| ID | Extended Questions |
|----|--------------------|

| 1.1     | <p><b><i>Number of Programmes offered year wise for last five years (face-to-face only)</i></b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>103</td> <td>96</td> <td>93</td> <td>87</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>59</td> <td>59</td> <td>59</td> <td>52</td> </tr> </tbody> </table>  | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 110  | 103  | 96   | 93   | 87   | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 69   | 59   | 59   | 59   | 52   |
|---------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 110     | 103   | 96      | 93      | 87      |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 69      | 59  | 59      | 59      | 52      |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.1     | <p><b><i>Number of students year - wise during the last five years (face-to-face only)</i></b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 734 986 846"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3314</td> <td>3023</td> <td>2963</td> <td>2719</td> <td>2408</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 925 986 1037"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2843</td> <td>2769</td> <td>2750</td> <td>2481</td> <td>2223</td> </tr> </tbody> </table>                      | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 3314 | 3023 | 2963 | 2719 | 2408 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2843 | 2769 | 2750 | 2481 | 2223 |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 3314    | 3023  | 2963    | 2719    | 2408    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2843    | 2769  | 2750    | 2481    | 2223    |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.2     | <p><b><i>Number of outgoing / final year students year - wise during the last five years (face-to-face only)</i></b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1205 986 1317"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1097</td> <td>1111</td> <td>1135</td> <td>945</td> <td>669</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1395 986 1507"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1097</td> <td>1111</td> <td>1135</td> <td>944</td> <td>669</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1097 | 1111 | 1135 | 945  | 669  | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1097 | 1111 | 1135 | 944  | 669  |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1097    | 1111  | 1135    | 945     | 669     |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1097    | 1111  | 1135    | 944     | 669     |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.4     | <p><b><i>Number of revaluation applications year - wise during the last 5 years (face-to-face only)</i></b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1675 986 1787"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1865 986 1977"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> <td>3</td> <td>3</td> <td>1</td> </tr> </tbody> </table>                                    | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1    | 5    | 3    | 3    | 1    | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1    | 6    | 3    | 3    | 1    |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1       | 5   | 3       | 3       | 1       |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2019-20 | 2018-19   | 2017-18 | 2016-17 | 2015-16 |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 1       | 6   | 3       | 3       | 1       |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |
| 2.5     | <p><b><i>Total Number of learners in DDE year wise over the last five years.</i></b></p>  |         |         |         |         |         |      |      |      |      |      |         |         |         |         |         |      |      |      |      |      |

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6763    | 5944    | 5841    | 6377    | 5342    |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3535    | 3006    | 2834    | 2803    | 2685    |

3.2 ***Number of full time teachers year - wise during the last five years (face-to-face only)***

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 162     | 169     | 178     | 175     | 167     |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 154     | 161     | 178     | 175     | 167     |

3.4 ***Number of full time teachers and other academics in DDE year - wise during the last five years***

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 21      | 21      | 23      | 26      | 25      |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6       | 6       | 6       | 9       | 9       |

4.1 ***Number of eligible applications received for admissions to all the Programmes year - wise during the last five years (face-to-face only)***

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5429    | 6048    | 5089    | 5164    | 3343    |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5327    | 6039    | 4874    | 5550    | 3712    |

4.2 ***Number of seats earmarked for reserved category as per GOI/State Govt rule year - wise during the last five years (face-to-face only)***

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 944     | 927     | 903     | 810     | 780     |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1309    | 1060    | 1011    | 994     | 886     |

4.4 **Total number of computers in the campus for academic purpose (face-to-face only)**

Answer before DVV Verification : 762

Answer after DVV Verification : 336

4.5 **Total Expenditure excluding salary year - wise during the last five years (INR in Lakhs) (face-to-face only)**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1400.56 | 2679.69 | 4120.73 | 3832.27 | 2974.54 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5327    | 6039    | 4874    | 5550    | 3712    |

4.7 **Total expenditure of the DDE excluding salary year - wise for five years (INR in Lakhs).**

Answer before DVV Verification:

| 2019-20  | 2018-19   | 2017-18   | 2016-17   | 2015-16  |
|----------|-----------|-----------|-----------|----------|
| 95.95575 | 174.01088 | 904.83847 | 165.24603 | 94.25104 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 95.95   | 174     | 905     | 165     | 94      |