ANALYSIS OF ANNUAL QUALITY ASSURANCE REPORT (AQAR) OF TRIPURA

Research and Analysis Wing

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

❖ To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;

❖ To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;

❖ To encourage self-evaluation, accountability, autonomy and innovations in higher education;

❖ To undertake quality-related research studies, consultancy and training programmes, and

❖ To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country:

❖ Contributing to National Development

❖ Fostering Global Competencies among Students

❖ Inculcating a Value System among Students

❖ Promoting the Use of Technology

❖ Quest for Excellence

North-east Region-3

ANALYSIS OF ANNUAL QUALITY ASSURANCE REPORT (AQAR) OF TRIPURA

Research and Analysis Wing

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission
Post Box No. 1075, Nagarbhavi, Bengaluru- 560 072, India

Report prepared by:

Dr. Wahidul Hasan
Senior Communication-cum-Publication Officer
NAAC, Bengaluru

Dr. S. Srikanta Swamy
Academic Consultant
Research and Analysis Wing
NAAC, Bengaluru

© NAAC, March 2020

PREFACE

With a population of nearly 133.92 crores, India is the second most populous country in the world. Ever since its independence in 1947, the country's vision has been to ensure that its citizens lead a good life. Ensuring quality is a tedious process and it requires an institutional framework that can function smoothly with the government to bring about tangible results. In a country that is struggling to liberate itself from the systems of division that have characterized its society for centuries, education plays a key role. And ensuring quality in education is a task that the country is committed to.

It was in 1994 that the National Assessment and Accreditation Council was established by the University Grants Commission (UGC) to assess and accredit institutions of higher education in the country. NAAC's vision is to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. And this is done through its unique assessment and accreditation process, which has evolved considerably over the years. It is therefore noteworthy that the assessment and accreditation process of NAAC has been successful in meeting new challenges and has contributed greatly to quality consciousness among institutions.

While NAAC is committed to ensuring the overall quality of higher education institutions, it is just as important for each institution to have a specific mechanism to ensure the same. The mantle of this falls on the Internal Quality Assurance Cell (IQAC). Besides this, the institutions submit an annual self-reviewed report called Annual Quality Assurance Report (AQAR), detailing all the tangible outcomes achieved in key areas during that academic year. The report is key to understand the overall development of the institution, laid out in two distinct parts – Part-A and Part-B. Part-A presents a broad outlook of the quality assurance schemes of the institution, while part-B discusses this thematically according to the seven criteria defined by NAAC. This current report is based on the AQAR reports submitted by 3 such institutions in Tripura.

The preparation of this report was undertaken by the Research and Analysis Wing, NAAC and they have done justice to it in all ways possible. I sincerely appreciate the efforts of Dr. Wahidul Hasan and Dr. S. Srikanta Swamy for their hard work and initiative. I extend my thanks to all those who have joined in this research venture. Any suggestions to improve the quality of this report (and any future reports on this line) are heartily welcome.

S. C. Sharma

(Prof. S.C. Sharma)

Director

ACKNOWLEDGEMENT

CONTENTS

CHAPTER – I

Introduction

Tripura is one of the seven states in north-east India and it is also the third smallest state in the country. Spanning around 10,491 km^2 (4,051 sq mi), Sikkim is bordered by Assam and Mizoram (both of which are north-eastern states) to its east and the country of Bangladesh to the south, west and north. As of 2011, the state's population stood at 3,671,032, constituting a mere 0.3% of the total population of the country.

For several centuries, Tripura was ruled by the Tripuri dynasty. The independent princely state of the Tripuri Kingdom, also called Hill Tippera, was under the protectorate of the British Empire. But the area annexed and ruled directly by British India was known as Tippera District. And in 1949, the independent Tripuri Kingdom joined newly Independent India. Since that time, ethnic conflicts were rampant between the indigenous Tripuri people and the migrant Bengali population (due to the large influx of Bengali Hindu refugees and settlers from Bangladesh, post the partition of the country). This meant that the state saw a lot of tension and scattered violence but this died down considerably after the establishment of an autonomous tribal administrative agency and other systemic practices.

Geographically, Tripura stands in a disadvantageous location, as there is only one major highway – the National Highway 8 – that connects it to the rest of the country. But the state is renowned for its natural scenic beauty; five mountain ranges – Boromura, Atharamura, Longtharai, Shakhan and Jampui Hills – run north to south, with intervening valleys. Agartala, the capital, is located on a plain to the west.

The state has a tropical savanna climate and receives seasonal heavy rains from the south west monsoon. The state has a lot of vegetation and forests cover more than half of the area, in which bamboo and canetracts are common. It also has the highest number of primate species found in any Indian state. Due to its geographical isolation, economic progress in the state is hindered. Poverty and unemployment continue to plague Tripura, which has a limited infrastructure. Most residents are involved in agriculture and allied activities, although the service sector is the largest contributor to the state's gross domestic product.

According to 2011 census, Tripura is one of the most literate states in India with a literacy rate of 87.75%. Mainstream Indian cultural elements coexist with traditional practices of the ethnic groups, such as various dances to celebrate religious occasions, weddings and festivities; the use of locally crafted musical instruments and clothes; and the worship of regional deities. The sculptures at the archaeological sites Unakoti, Pilak and Devtamura provide historical evidence of artistic fusion between organised and tribal religions. The Great Chinmoy in Agartala was the former royal abode of the Tripuri king.

Due to its high rate of literacy, the state recognizes that the importance that higher education plays in this. It was in 1947 that the Maharaja Bir Bikram College was established in Agartala. Three more private colleges – Ramakrishna Mahavidyalaya in Kailashahar, Ramthakur College in Agartala and another college in Belonia were also set up.

The Directorate of Higher Education, Tripura report that there are 62 institutions of higher learning in the state. Out of that, there are 34 government institutions. The rest of them are private colleges, general degree colleges, B.Ed. colleges, technical and professional institutions. In those 34 institutions, the total enrolment is 49,212 for the year 2018-19. The Directorate reports that every year, roughly 1500 to 2000 intake of students is required for the overall enrolment to be increased.

According to the Directorate of Higher Education, there are four Universities in the state:

<p style="text-align:center">Table 1.1 – Universities in Tripura</p>

Sl. No.	University Name	University Type
1	Maharaja Bir Bikram University Agartala	State Public University
2	National Institute of Technology Agartala	Institute of National Importance
3	The ICFAI University Kamalghat	State Private University
4	Tripura University Suryamaninagar	Central University

Out of these, there is 1 state public university, 1 institute of national importance, 1 state private university and 1 central university.

According to the Directorate, there are 22 general degree colleges in the state:

Table 1.2 – General Degree Colleges in Tripura

Sl. No.	College Name	University Name
1	Maharaja Bir Bikram College Agartala	Tripura University, Agartala
2	Bir Bikram Memorial College Agartala	Tripura University, Agartala
3	Women's College Agartala	Tripura University, Agartala
4	Ramthakur College Agartala	Tripura University, Agartala
5	Rabindranath Thakur Mahavidyalaya Bishalgarh	Tripura University, Agartala
6	Swami Vivekananda Mahavidyalaya Mohanpur	Tripura University, Agartala
7	Government Degree College Gandacherra	Tripura University, Agartala
8	Ambedkar College Fatikray	Tripura University, Agartala
9	Government Degree College Dharmanagar	Tripura University, Agartala
10	Government Degree College Kanchanpur	Tripura University, Agartala
11	Ramkrishna Mahavidyalaya Kailasahar	Tripura University, Agartala
12	Government Degree College Santirbazar	Tripura University, Agartala

13	Iswar Chandra Vidyasagar College Belonia	Tripura University, Agartala
14	Netaji Subhash Mahavidyalaya Udaipur	Tripura University, Agartala
15	Government Degree College Kamalpur	Tripura University, Agartala
16	Dasarathdeb Memorial College Khowai	Tripura University, Agartala
17	Government Degree College Khumulwng	Tripura University, Agartala
18	Government Degree College Teliamura	Tripura University, Agartala
19	Kabi Nazrul Mahavidyalaya Sonamura	Tripura University, Agartala
20	Government Degree College Longtrai Valley	Tripura University, Agartala
21	Adwaita Malla Barman Smriti Mahavidyalaya Amarpur	Tripura University, Agartala
22	Micheal Madhusudan Datta College Sabroom	Tripura University, Agartala

According to the directorate, there are 6 technical colleges in the state:

Table 1.3 – Technical Colleges in Tripura

Sl. No.	College Name	University Name
1	Dhalai District Polytechnic Institute Ambassa	Tripura University, Agartala
2	Gomati District Polytechnic Udaipur	Tripura University, Agartala

3	North Tripura District Polytechnic Dharmanagar	Tripura University, Agartala
4	Tripura Institute of Technology Narsingarh	Tripura University, Agartala
5	TTAADC Polytechnic Institute Khumulwng	Tripura University, Agartala
6	Women's Polytechnic College Hapania	Tripura University, Agartala

The directorate reports that there are 5 professional colleges in Tripura:

Table 1.4 – Professional Colleges in Tripura

Sl. No.	College Name	University Name
1	Government College of Art and Craft	Tripura University, Agartala
2	Government Law College	Tripura University, Agartala
3	Sachin Deb Barman Memorial Music College	Tripura University, Agartala
4	College of Teacher Education, Kumarghat	Tripura University, Agartala
5	IASE, Agartala	-

According to the directorate, there are 19 other colleges in the state:

Table 1.5 (a) – Other Colleges in Tripura

Sl. No.	College Name	University Name	Category
1	College of Fisheries, Lembucherrra	Central Agricultural University Imphal	Agriculture and Fisheries
2	Bhavan's Tripura College of Teacher Education	Tripura University Agartala	Teacher Training

3	Bhavans Tripura Teacher Training College	Tripura University Agartala	Teacher Training
4	College of Agriculture	Tripura University Agartala	Agriculture and Fisheries
5	College of Veterinary Science & Animal Husbandry	Tripura University Agartala	Medical / Nursing/ Veternary
6	Institute of Nursing Sciences	Tripura University Agartala	Medical / Nursing/ Veternary
7	Regional Institute of Pharmaceutical Science and Technology	Tripura University Agartala	Medical / Nursing/ Veternary
8	Tripura College of Nursing	Tripura University Agartala	Medical / Nursing/ Veternary
9	Tripura Institute of Paramedical Science	Tripura University Agartala	Medical / Nursing/ Veternary
10	Agartala Government Medical College	Tripura University Agartala	Medical / Nursing/ Veternary
11	Tripura Medical College and Dr. B.R.A.M. Teaching Hospital	Tripura University Agartala	Medical / Nursing/ Veternary
12	Tripura Sundari Nursing College	Tripura University Agartala	Medical / Nursing/ Veternary

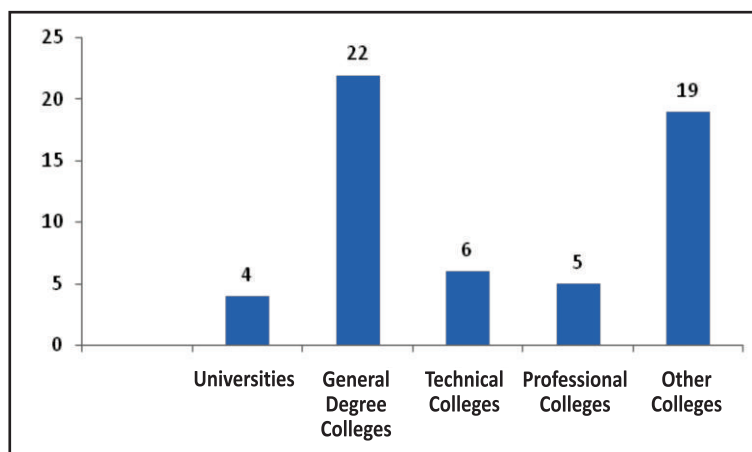Table 1.5 (b) – Other Colleges in Tripura

Sl. No.	College Name	Category
1	District-Institute of Education and Training Dhalai	Teacher Training
2	District-Institute of Education and Training South Tripura	Teacher Training

3	District-Institute of Education and Training North Tripura	Teacher Training
4	District-Institute of Education and Training West Tripura	Teacher Training
5	Dr. B R A Memorial Nursing School West Tripura	Medical / Nursing/ Veternary
6	ILS Nursing College, Agartala	Medical / Nursing/ Veternary
7	Nurses Training Institute West Tripura	Medical / Nursing/ Veternary
8	MPW (F) Training Institute	Medical / Nursing/ Veternary

Hence the total distribution of higher education institutions in the state, according to the directorate is:

Table 1.6 – Distribution of Higher Education Institutions in Tripura

Higher Education Institution	Number
Universities	4
General Degree Colleges	22
Technical Colleges	6
Professional Colleges	5
Other Colleges	19

Graph 1.6 – Distribution of Higher Education Institutions in Tripura

There are 4 universities, 22 general degree colleges, 6 technical colleges, 5 professional colleges and 19 other colleges in Tripura.

CHAPTER – II

The Assessment and Accreditation Process

National Assessment and Accreditation Council (NAAC) has been committed to the process of quality assessment and accreditation of Higher Education Institutions since its inception in 1994. This has been done systemically and over the years, several HEIs have undergone this process. Not only is it concerned about ensuring the smooth functioning of HEIs, it is also committed to evolving with the times. In line with this, NAAC is in consonance with the overall developments in the field of education (from all over the world). This is precisely why it believes in revising its assessment procedures as per the suggestions of the feedback procured from HEIs and other stakeholders.

NAAC's process of accreditation and assessment has seen several changes over the years. Up to March 2007, seven criteria were considered for accreditation, namely

1.   Curricular Aspects

2.   Teaching-Learning and Evaluation

3.   Research, Consultancy and Extension

4.   Infrastructure and Learning Resources

5.   Student Support and Progression

6.   Organisation and Management

7.   Healthy Practices

The total weightage given to these criteria was 100. A major change was introduced with respect to this aspect in April 2007 when the total weightage was increased to 1000. In addition to this, the titles for criteria 6 and criteria 7 were changed to 'Governance and Leadership' and 'Innovative Practices' respectively.

In 2012, NAAC introduced new changes to this. While it was decided to keep the total weightage same, i.e. 1000, the title for the 6th criteria was changed to 'Governance, Leadership and Management', and for criteria 7, it was changed to 'Innovation and Best

Practices'. Similarly, the star system of grading the institutions was changed to a 9-point scale grading system and later changed to the 4-point grading system based on Cumulative Grade Point Average (CGPA). In the Revised Accreditation Framework, the grading system was changed to an 7- point grading system. 'D' is considered as Not Accredited.

Table 2.1 – Seven Point Grading System of Revised Accreditation Framework

CGPA	Letter Grade	Status
3.51 - 4.00	A++	Accredited
3.26 - 3.50	A+	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B++	Accredited
2.51 - 2.75	B+	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
1.50	D	Not Accredited

Note: The institutions who get 'D' grade are considered as not Accredited.

Accordingly, peer team members will assess these institutions and provide feedback to them to improve their overall quality. Besides giving specific comments for the overall growth of the institution, the members generally emphasize on the need for establishing the Internal Quality Assurance Cell (IQAC) in order to organize various activities. The Higher Educational Institutions are expected to submit the Annual Quality Assurance Reports (AQAR) every year indicating their progress made in ensuring their smooth functioning, with high standards of quality.

CHAPTER – III

Establishment of Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR)

In pursuance of its action plan for performance evaluation, assessment, accreditation and quality up-gradation of institutions of higher education, NAAC proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since, quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system of conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

Strategies

IQAC shall evolve mechanisms and procedures for:

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
- The relevance and quality of academic and research programmes
- Equitable access to and affordability of academic programmes for various sections of society
- Optimisation and integration of modern methods of teaching and learning
- The credibility of evaluation procedures
- Ensuring the adequacy, maintenance and functioning of the support structure and services
- Research sharing and networking with other institutions in India and abroad

Functions

Some of the functions expected of the IQAC are:

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution

- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process

- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes

- Dissemination of information on various quality parameters of higher education

- Organisation of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles

- Documentation of the various programmes/activities leading to quality improvement

- Acting as a nodal agency of the institution for coordinating quality-related activities, including adoption and dissemination of best practices

- Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality

- Development of quality culture in the institution

- Preparation of the Annual Quality Assurance Report (AQAR) as per the guidelines and parameters of NAAC, to be submitted to NAAC

(Source – www.naac.gov.in)

Benefits

The benefits of having an IQAC cell in the institution are multi-fold, as they will:

- Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement

- Ensure internalisation of the quality culture

- Ensure enhancement and coordination among various activities of the institution and institutionalise all good practices

- Provide a sound basis for decision making to improve institutional functioning

- Act as a dynamic system for quality changes in HEIs

- Build an organised methodology of documentation and internal communication

Composition

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units, teachers, distinguished educationists and also the representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the institution

2. A few senior administrative officers

3. Three to eight teachers

4. One member from the management

5. One/two nominees from local society, students and alumni

6. One/two nominees from employers/industrialists/stakeholders

7. One of the senior teachers as the coordinator/director of the IQAC

Annual Quality Assurance Report

Annual Quality Assurance Report (AQAR) is a yearly report, which should be submitted to NAAC every year by all accredited institutions as per the format prescribed. The report is written for a particular academic year alone and contains data about the institution in two major parts – Part-A and Part-B. It is a report that minutely captures a comprehensive overview of the institution, defined with respect to the seven criteria identified by NAAC. It also provides systematic data with respect to various improvements implemented by that particular institution. The seven criteria identified by NAAC are the following:

1.   Curricular Aspects

2.   Teaching- Learning and Evaluation

3.   Research, Consultancy and Extension

4.   Infrastructure and Learning Resources

5.   Student Support and Progression

6.   Governance, Leadership and Management

7.   Innovations and Best Practices

NAAC has revised the guidelines for the creation of the Internal Quality Assurance Cell (IQAC) and submission of Annual Quality Assurance Report (AQAR) in accredited institutions from 2018-2019. The revised guidelines came into effect from 1st July 2018. As per the revised guidelines for creation of the internal quality assurance cell (IQAC), institutions need to submit the AQAR report in NAAC website. The Higher Education institutions which are submitting the AQAR from July 2018 onwards may use revised format which came into effect on 1st July 2018.

The AQAR report needs to be submitted to NAAC within one year of obtaining accreditation. In case the institution is not able to submit the report within that period, they can submit it within six months after the 1 year period is completed. As per the Revised Accreditation Framework (RAF), the NAAC accredited institutions need to submit the AQAR online. Once the AQAR is submitted online by the institution, the e-acknowledgement copy will be sent to the institution by the system itself.

Structure of the AQAR Report

The AQAR report consists of two distinct parts – Part-A and Part-B. In Part-A, the basic details of the college, like name, address, IQAC coordinator, contact details and accreditation details (cycle-wise) are given. Along with that, details regarding institutional status, type of faculty, affiliating status (and name of affiliating university), IQAC composition and their activities are mentioned.

Part-B consists broadly of criterion-wise segregated information regarding the institution. There are 7 criteria, the names of which have already been mentioned in the preceding paragraphs. Under 'Curricular Aspects' (Criterion I) is mentioned the overall details of the institution's academic programme. Under 'Teaching - Learning and Evaluation'

(Criterion II), details of faculty members (and their participation in conferences), innovative processes of the institution, examination/evaluation reforms, course-wise distribution of pass percentage and the like are mentioned. In 'Research, Consultancy and Extension' (Criterion III), details regarding the institutions' attitude towards research promotion is assessed. Details of their projects, publications, funds sanctioned, conferences organized, budget, patents etc., are covered in this area. In 'Infrastructure and Learning Resources' (Criterion IV), the infrastructural details of the institution are mentioned. Criterion V 'Student Support and Progression', the institution provides details about student support services, support mechanisms for competitive examination coaching, counseling, career guidance, gender sensitization programmes and overall activities. Criterion VI 'Governance, Leadership and Management' contains details of the institutions quality improvement strategies, specifically in the following area – 'curriculum development', 'teaching and learning', 'examination and evaluation', 'research and development', 'library, ICT and physical infrastructure/instrumentation', 'human resource management', 'faculty and staff recruitment', 'industry interaction/collaboration' and 'admission of students'. Criterion VII details the innovations and best practices of the institution.

CHAPTER – IV

Objectives of the Study

Higher education institutions provide a platform for students to nurture and develop their academic and creative faculties. In this sense, they are integral to the overall development of the nation – socially, economically and culturally. As important establishments, HEIs serve primarily two functions. Firstly, they impart knowledge to students and present an opportunity to students to think about how they can contribute to national development. Secondly (and equally importantly), it helps them reflect upon individual growth and development as well.

In the context of globalisation, there is a greater need to emphasise on quality and it is important for institutions to take initiatives for enhancing quality. In this direction, as per the suggestions of NAAC, each institution is supposed to have an 'Internal Quality Assurance Cell' (IQAC). IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and distinguished educationists and representatives of local management and stakeholders. The IQAC is responsible for promoting awareness in the institution regarding quality assurance. To this end, they conduct many activities in the institution. As evidence for all these, they are supposed to submit the 'Annual Quality Assurance Reports' (AQAR).

Hitherto, emphasis given to the analysis of these reports was limited. The Research and Analysis Wing has taken an initiative to analyse these reports since, they offer enormous insight into the functioning of institutions. NAAC receives AQAR reports from institutions from all over the country. This report analyses those reports submitted by Tripura , a state in the north-east region of India, keeping the following objectives in mind:

1. To consolidate the data submitted by different Higher Education Institutions of Tripura

2. To analyze the information submitted under Part-A of the AQAR Report

3. To analyze the information submitted under Part-B of the AQAR Report

4. To highlight the main activities of the institutions in the academic year

5. To highlight the activities conducted by the institutions with respect to the different criteria identified by NAAC

6. To suggest recommendations pertaining to the improvement of quality

CHAPTER -V

Analysis of Part-A of the AQARs

This chapter is a qualitative analysis of the information submitted by the following universities under Part-A of the AQAR Report. The following table is an overall picture of the nature of these colleges and contains details of accreditation, institutional status, type of faculty / programmes, type of institution and the like.

Table 5.1 - Analysis of Part - A of AQAR Reports – Tripura

SL. No.	State	Accreditation Details			Institutional Status	Type of Faculty/ Programme	Type of Institution	No. of IQAC meeting held	No of Seminars/Conferences / Workshops Organized by the IQAC			
		Cycle	Grade	CGPA					International	National	State	Institutional Level
1.	Tripura University	1	C+		Central	Arts, Commerce, Science, Law, Management, Health Science, Engineering & PEI (Edu)	Co-education		2	6	2	96
		2	B	2.63								
2.	Ambedkar College	1	C	1.52	Central	Arts and Science	Co-education	5	-	-	-	-
3.	Maharaja Bir Bikram College	1	B+	2.74	Affiliated	Arts, Commerce, Science and PEI (Phys Edu.)	Co-education	3	1	-	-	5
		2	B+	2.55								

From the above table, it is evident that:

- Among the 3 accredited institutions, two colleges have entered 2nd cycle

- Tripura University has secured B grade in its 2nd cycle, Maharaja Bir Bikram College has secured B+ in its 2nd cycle, Ambedkar College has secured C grade in its 1st cycle

- Two colleges are Central Colleges and Maharaja Bir Bikram College is affiliated college

- All 3 Colleges are Co-education Colleges

- Tripura University is involved in all programs but Ambedkar College is involved in Arts and Science only, while Maharaja College has involved in Arts, Commerce, Science and PEI (physical education)

Sl. No.	College	Themes	Significant Activities and Contributions made by IQAC:
1.	Tripura University	Enrich quality in Course Curriculum and Research	- Organized GYAN courses and greater no of seminar/conference and workshops - RET scholarship implementation going on - Pre-Ph.D course work activity running - Faculty members are equipped with latest computers - Examination systems is being computerised completely - Process to fill the Vacancies of Assistant Professor going on - Integrated Master Degree course in five subjects and B.A.- B.Ed. and B.Sc. – B.Ed. are running - PG Courses are running by continuous revised syllabus

			• Optical Fibre based campus network along with NKN connectivity have been achieved • LCD projectors, computers, laptops and other teaching aids were provided to enhance technology enabled teaching-learning programme
2.	Ambedkar College		• Following the suggestion of the IQAC to organize academic evens the department of Pol. Sc., English and Sanskrit submitted their seminar proposals to ICSSR, UGC and ICPR respectively • One day regional seminar was organized by Department of Bengali on 19th January 2018 • Counselling Programme on Drug Abuse by career and Counselling Cell on 25th January 2018
3.	Maharaja Bir Bikram College		• Use of ICT and interactive teaching-learning increased • The laboratories, classrooms, library and canteen have been upgraded. Cumbersome parking issue is resolved • Internal continuous feedback mechanism being adopted • Academic audits done but still more improvement are required • College placement cell is functioning but needs to be strengthened • Greater emphasis is being given on co-curricular and extra-curricular activities

Conclusion of Part - A

The following are the conclusions based on Part-A of the AQAR reports:

- The AQAR report submitted by Tripura University contains general details pertaining to institutional status, including composition, themes and significant activities made by IQAC in the year 2017-2018. According to the report, the college's theme is to enrich quality in curriculum and research. The college undertook several significant activities such as organizing GYAN courses, initiated syllabi revisions and focused on filling the vacancies of faculty members.

- The AQAR report submitted by Ambedkar College contains general details pertaining to institutional status, including IQAC composition and significant activities in the year 2017-2018. The college focuses on a number of themes and focuses on organizing academic events within the department. Counseling programmes, seminars etc., were also held by the college.

- The AQAR report submitted by Maharaja Bir Bikram College contains general details pertaining to institutional status, including IQAC composition and significant activities in the year 2017-2018. The college focuses on the use of ICT and interactive teaching-learning. It also initiated continuous internal feedback mechanisms, along with a greater emphasis on extra-curricular activities.

CHAPTER - VI

Analysis of Part-B of the AQARs

This section is a qualitative analysis of part-B of the AQAR Report. Institutions provide a range of detail under seven distinct criteria, which are 'Curricular Aspects', 'Teaching-Learning and Evaluation', 'Research, Consultancy and Extension', 'Infrastructure and Learning Resources', 'Student Support and Progression', 'Governance, Leadership and Management' and 'Innovations and Best Practices'.

1. Tripura University

Tripura University was accredited with a B grade by NAAC and a CGPA of 2.63 (second cycle). For the following analysis, the AQAR report submitted in 2017-2018 was considered.

Criterion I – Curricular Aspects

With respect to the nature of their academic programme, the university has 39 doctoral, 35 post-graduate, 3 under-graduate, 7 post-graduate diploma and 5 other (professional courses including M.Tech and MD, MS etc.) programmes. 4 doctoral, 1 post-graduate and 1 post-graduate diploma were added. There are 5 doctoral, 5 post-graduate, 3 under-graduate, 1 post-graduate and 5 other (professional courses including M.Tech and MD, MS etc.) value added/career oriented programmes. The post-graduate, diploma and professional programmes follow a semester pattern and the undergraduate courses follow the annual pattern. Feedback of stakeholders (comprising of students) was collected manually. Syllabi were upgraded for technical courses. Syllabi of the Technical Departments were modified based on actual needs in our daily life and global technological developments.

Criterion II – Teaching-Learning and Evaluation

The university has a total of 172 permanent faculty members. There are 135 assistant professors, 30 associate professors and 7 professors. 136 permanent faculty members hold a

doctoral degree. There are 77 guests, 30 visiting and 10 temporary faculty members. 162 faculty members attended conferences (international, national and state level) and 135 faculty members presented papers at conferences (international and national level). 8 faculty members acted as resource persons.

The university has initiated a number of Innovative Practices, like:

I) Relative Industry Experience: The syllabus framed includes all the components that are needed for the students to acquaint them with the things they actually need to know to join the industry.

ii) Varied Stakeholders: The curriculum is primarily designed to orient the students towards employment opportunity from varied stakeholders viz., Industries, Government agencies, banking sector, major agro based industries, insurance sector, etc.

iii) Practical Training: The curriculum design ensures equal proportion of hands on practical training for skill acquirement and sound theoretical knowledge base.

iv) Field Exposure: To impart exposure to field oriented problem solving ability to students, certain practice oriented courses have been started.

v) In-Plant Training: Students of technical and management courses undertake in-plant or service related in-house training and students of Arts and Science are exposed to various exposures and camps.

vi) Research Project: A few action research projects have also been taken up by University where innovations are used in experimental phase and modified according to necessity.

vii) Special Invited Lectures: Few government agencies have also been introduced to deliver lectures about their department such as Animal Husbandry, Forestry, Agriculture and Development etc.

viii) Consultancy of various industries and knowledgeable persons of the relative subjects several value added courses have been introduced in the university in order to polish the capability of the students.

ix) Technical Seminars: The seminars give scope to the students to interact with the industrial personalities having knowledge of the relative subjects.

x) Soft Skill Development Workshops: Offers students a scope to improve their soft-skill under the guidance of professionals.

xi) Promoting E-resources: Up gradation of computer facilities.

xii) Remedial Classes: Under patronage of Honorable Vice-Chancellor, the teachers from different departments teach the classes under co-ordination of Equal opportunity cell.

As part of its examination reform, few departments such as Directorate of Distance Education have introduced OMR system of examination for 40% of total marks. In regular courses, MCQ pattern with use of OMR Sheet has been introduced in some papers common to all kinds of programs. All the faculty members are involved in curriculum restructuring/revision/syllabus development and as member of Board of Study/Faculty/Curriculum Development workshop. The average percentage of attendance of students is 88%. The pass percentage of undergraduate programmes (including distance mode) was 86.65% and that of post-graduate (including distance mode) was 88.40%.

To monitor the teaching and evaluation process, IQAC monitors and reports monthly on syllabi coverage by faculty members. A team has been constituted to identify the infrastructure limitations in various laboratories. Monthly report on student attendance is obtained regularly. Periodically conducted examinations in various academic departments are being monitored regularly. Evaluations are being done on the basis of marks awarded in conventional method. The attendance of the students is also considered as one of the parameters to assess a student. In order to facilitate faculty development, orientation programmes were held.

Criterion III – Research, Consultancy and Extension

Research activities were given high priority in the university but got its real momentum after its up gradation as a Central University. During the recent period, the authority has extended different essential supports for smooth running of the research activities for the faculties and students as well in various departments. Some of these are as follows:

- Communication Network Facility has been provided to each teacher

- Grant is being provided to the teachers for participation and presentation of research papers in International and National programmes etc.

- Providing internet facility to the out-campus faculty members and 24 hours internet facilities to in-campus faculties

- The digitalization of the well stocked Central Library, easy access to e-books and journals in every discipline

- Research and Innovation Cell has been functioning in the University to facilitate the smooth implementation of research schemes / projects. The responsibilities of the cell are as follows:

    i) Approving proposals to carry over the project for sponsored research on the behalf of the University, unless otherwise expressly delegated.

    ii) The University promotes interdisciplinary research by allowing the faculties to formulate interdisciplinary research proposal from among its different departments/ faculties/institutions. Further it allows students to take up Ph.D research in interdisciplinary research topics. Fulltime and part time teachers in the affiliated colleges are allowed to pursue Ph.D degree in Tripura University.

    iii) The University grants sabbatical leave for professors who have completed six years of service to take up research in another institution (within India or abroad) or to engage in book writing. Faculty members are encouraged to attend seminars and conferences, within the country, or abroad, and are readily sanctioned on duty leave for the purpose. The University also meets 50% of the expenses related to participation in conferences/seminars per UGC norms.

    iv) Apart from the grants received from funding agencies, scholarships and endowment for student research, the University allocates funding for doing research through the research courses in Ph.D. programmes. Research students are given monthly stipend. The University provides financial assistance to maintain the laboratory facilities.

9 major research projects have been completed and 14 minor research projects are ongoing. Research related works were published in international and national journals (both peer reviewed and non-peer reviewed). Some of the publications are conference proceedings. Research funds were sanctioned from various funding agencies like UGC and DBT. Books were published by the college and chapters were also published in edited books.

Conferences were organized at the university level and 135 faculty members served as experts/chairpersons/resource persons. International, national and other linkages were undertaken. Research rewards were granted to the faculty members and research fellows.

In continuation with their trend, several programmes/ workshops / training programmes/ sensitization etc., have been organized over the years to motivate and inculcate research aptitude among the University fraternity. The programmes include Observing Sachch Bharat through Drama, Wall Painting, Use of Bio-Gas and Waste product as well as installation of Indigenous Toilets in adopted villages etc. Initiatives have also been taken to encourage entrepreneurship through training on Propagation of economic and rare vegetations in the North east region.

The University is located in a rural place and has to play a moral role in the social upliftment of this area involving faculty members and students in the following manner:

- Students are motivated to join in NSS and NCC programmes. The NSS units periodically organize programmes such as Sachch Bharat Abhijaan etc., Health awareness program, blood donation activity, disaster management programme, etc.

- Department of Business Administration arranges programmes to motivate budding entrepreneurs in small scale businesses

- The MRMD students are involved in extension activities during their semester programme. They have to stay and work in the villages and further they interact with farming community to sensitize the villagers for prospects and problems in farming. Faculty members also visit those villages and provide technical advice to the students and farming community

- World Population Day, International Women's Day, International Wetland Day etc., are celebrated in the University to develop awareness on social causes

- Organization of hand to hand training programmes for farmers and Self Help Groups (SHG) members on various subject matter areas

- As per MoU signed between TU and Tata Consultancy Services – iON project Computer based all-India examinations (IBPS Banking, GATE) are being conducted regularly at Tripura University, Department of Information Technology laboratories

Criterion IV – Infrastructure and Learning Resources

The campus is spread over 75 acres and has 90 classrooms, 41 laboratories and 8 seminar halls. Equipment worth Rs. 328.69 lakhs was purchased. Tripura University has a central library which is being equipped with recent computer technology. The Computer Centre is being made accessible to all the students, research scholars and faculties during the working hours of the University for greater utilization. Internet facilities are available in the Library, all Departments, Centers, Offices, Hostels and Staff quarters 24x7 as well.

High capacity central UPS are being installed in several Departments and Offices in order to providing back-up to the computer system during the period of power failure. The University has a comprehensive IT policy with regard to the followings:

i) IT Service Management: Tripura University has central computer centre with following officers for IT service management

ii) Network Security: Now proxy server has been installed .To increase security MAC address registration and fire wall installation in the network is under process.

iii) Software Asset Management: Softwares are distributed from central point.

iv) Open Source Resources: Linux and Ubuntu platform is introduced as much as possible. Workshops are conducted to popularize open source resource.

The University provides ample computer facilities to its students and faculties. Approximately 350 computers have been provided with Internet facilities. Tripura University has its own IT and associated infrastructural facility, both for faculty and student community. However, as information technology is fast developing, University has its plan to upgrade the IT and related infrastructural facilities such as incorporation of the entire University campus under Wi-fi facility, expansion and maintenance of the University Computer Centers, provisioning of various software to support research and teaching etc.

The university takes ample care to address issues such as authenticity and copyright with regard to online resources that lie outside the university. Online resources are accessed through University static public IP. Steps are being taken to introduce access to the University.

New technologies have been deployed by the university in enhancing student learning and evaluation during the last four years to meet new / future challenges. On line access is given through user ID and password authentication. Access to e-books and e-journals are possible

through University proxy-server which can be used by authorized user after login authentication. In order to make the IT facilities available to individual teachers for effective teaching and quality research, each faculty member is provided with one desktop computer with Internet connection.

The library holds 137378 text books, 30907 reference books and many journals. E-books, e-journals and digital database can also be accessed.

The college offers the latest technological equipments (781 computers, 30 browsing centers, 112 computer centers and 157 offices). The University offers dedicated computing facilities to teachers, scholars and students through two Computer Centers located at two different locations in the University campus for easy access. Campus LAN is built using optical fiber.

Tripura University has its own IT and associated infrastructural facility, both for faculty and student community. The University provides ample computer facilities to its students and faculties. Approximately 250 computers have been provided with Internet facilities.

Access to Google apps, Google docs is provided through Tripura University website to store lessons for online access by students. The students of the University have been provided with Wi-fi access and more than 125 Wi-fi access points have been installed for this purpose.

The university takes ample care to address issues such as authenticity and copyright with regard to online resources that lie outside the university. Online resources are accessed through University static public IP. Steps are being taken to introduce access to the University. Online access is given through user ID and password authentication. Access to e-books and e-journals are possible through University proxy-server which can be used by authorized user after login authentication.

In order to make the IT facilities available to individual teachers for effective teaching and quality research, each faculty member is provided with one desktop computer with Internet connection. In each building of University, one e-class room with video conferencing facility is proposed to enhance the quality of teaching and learning. Workshops are conducted on Use of ICT for teachers in preparation of e-learning material.

The University provides IT support to both faculty staffs. Accessories are maintained through AMC and computers are also maintained through on service/AMC. The National Knowledge Network connectivity (1 GBPS) availed in our university and this facility is used for campus Internet facility.

Web resources such as wikipedia, dictionary and other education enhancing resources are not available in the university plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment. The access to IT resources made for students exposes them to outside information and environment. Field exposure through the department of Geography, MRMD and visit to Research institutes through educational tours provide students practical knowledge on the latest technologies developed and the latest avenues for their career development. For teachers, the university also arranges training on open source software in the computer centre, SAKHSHAM program in collaboration with Microsoft, Computer based spoken tutorial in collaboration with IIT, Bombay. A total of Rs. 175.18 lakhs has been spent on maintenance.

Criterion V – Student Support and Progression

Tripura University continued its tradition to provide academically sound and rewarding environment to the students with motivated and inspiring faculties and considered students support as an essential, most important and significant component of its functioning. In this connection, earnest efforts are being made to ensure that the students progress and achieve their optimum potential by utilizing the various facilities provided to them. The only means of student monitoring and support is the academic process that extends from the PG course to Ph.D research programme and various projects.

In the case of PG courses, the departmental faculties trying to ensure personal guidance through mentoring and support for assignments, term paper preparations as well as seminar presentations. Apart from classroom interaction, students are encouraged to meet faculty members and consult them on any academic matter such as term paper, assignment, seminar presentations, projects etc.

Since the development of the students is a priority, no stones are left unturned to do so. The students are also counseled for mitigating any threat perception from any quarter. The university provides a range of support services to give students the knowledge and skills they need to be effective learners and contributing members of the community. The team works in collaboration with the entire university community and is committed to the education and emotional development of all students. Services provided by counselors address academic, personal/social, and career and post-secondary development.

The Guidance and Counseling cell, while working to the university's Mission Statement, has a role in helping students make informed personal, educational and career decisions, set

realistic personal and career goals and develops the skills necessary to accomplish these goals. The service also offers students support in coping with personal problems or academic concerns. The Placement Cell of the University has been successful in arranging different on-campus placement in renowned organizations. Some companies visited the college for campus interviews. The local ILS Hospital recruited a number of students through campus interview. The NIC also recruited a good number of IT students in various computer oriented project.

To track the progression of these activities, the institution conducts the following activities:

- Monitoring the scholars' activity time to time by the Dean's committee
- Submission of publication information from time to time
- Suggestion by the IQAC to the Departments to hold seminar/conference frequently
- To involve the final semester students in workshops/seminars/conferences
- To introduce more teaching aids to improve the teaching-learning process and encourage innovative practices
- To organize more seminars, workshops etc., to spread awareness on academic and social activities
- Head of the Departments are to submit monthly reports regarding the coverage of syllabus
- Bi-monthly attendance of the students are obtained
- New publications by any teacher is to be reported to IQAC
- Teachers are to intimate to IQAC regarding their publication of books
- Detailed report of seminar/conference/workshop organized by the departments are to be submitted to IQAC
- Attendance/presentation of papers in seminar/conference are to be reported to IQAC

In this year, a total of 270 UG students, 1700 PG students and 447 Ph.D students enrolled themselves in this college. 280 students and 8 students were from outside the state and nation respectively. The institution provides student support mechanism for coaching for competitive examinations. Students are guided by necessary information, class room

training, job-oriented training and placement etc. During their stay, students can avail of support services like library, computer facility, internet, hostel, remedial classes for upgrading language, sports and various other cultural activities.

Earnest efforts are made to ensure that the students, progress and achieve their optimum potential by utilizing the various facilities provided to them. In the case of PG courses, the departmental faculty tries to ensure personal guidance through mentoring and support for assignments, term paper preparations as well as seminar presentations.

Apart from classroom interaction, students are encouraged to meet faculty members and consult them on any academic matter such as term paper, assignment, seminar presentations, projects etc. Since the development of the students is a priority, no stones are left unturned to do so. The university offers a number of student support services. These include information support, financial support, library, hostel accommodation, career guidance and counseling, remedial classes for improvement of English language, equal opportunity cell and avenues for sports and games. The University has a Placement Assistance Cell that takes care of all these in addition to Equal Opportunity Cell. Both of these as well as the university authority as a whole organize workshops, employability trainings etc., from time to time.

The major student support system provided by Tripura University is the financial assistance through scholarships, merit scholarships, fee concession for SC/ST/OBC students, fellowships through various sources like UGC-CSIR, ICPR, ICSSR, ICHR etc. A special financial assistance is also given to students who attend conferences and seminars outside the state.

Faculty members encourage students to participate in various competitions/conferences in India and abroad. Equal Opportunity Cell in collaboration with the placement Cell organizes Spoken English, Computer Literacy, Elementary Mathematics and Reasoning Courses for skill development of the students.

Equal Opportunity Cell in collaboration with the Placement Cell conducts spoken English, Computer Literacy, Elementary Mathematics and Reasoning Courses for skill development of the students and to increase the performance of slow learners regularly. Students are also given exposure to other institutions of higher learning, particularly Ph.D students. The university conducts NET/SET coaching classes regularly particularly for the SC/ST and OBC students. As a result of this, a sizeable number of students from the university have qualified these exams.

Coaching classes for state civil service exams are also conducted regularly and it has a satisfactory success rate. Academic counselors of different disciplines take extra care of the students in their preparations and reading materials through its library.

The counseling unit in the University, performs its activity under the leadership of Dean of Students' Welfare, in a regular/periodic manner. At the beginning of the academic session, the Dean of Students' Welfare visits each department with a team of faculties to interact with the students and to make them aware of the counseling facilities. The university provides a number of support services to give students the knowledge and skills they need to be effective learners and contributing members of the community.

The team works in collaboration with the entire University community and is committed to the education and emotional development of all students. Services provided by counselors address academic, personal/social, and career and post-secondary development. The university offers a wide range of educational programs to support the academic needs every student. These include special education programs for gifted and talented students, instruction for English Language Learners, and Multiple Pathways for struggling high school student.

The Guidance and Counseling cell, while working to the University's Mission Statement, has a role in helping students make informed personal, educational and career decisions, set realistic personal and career goals and develops the skills necessary to accomplish these goals. The service also offers students support in coping with personal problems or academic concerns. The cell also provides an "Open Door" policy to students, parents and teachers. All students are informed of the service provided at the beginning of each year and are encouraged to avail of it. All Leaving Certificate students can avail of the support of the Counseling cell. The Placement Cell of the University has been very active and successful in organizing various on campus placement in renowned organizations.

Some companies visited the college for campus interviews. The local ILS Hospital recruited a number of students through campus interview. The NIC also recruited a good number of IT students in various computer oriented project. Prior to a campus interview, the placement cell circulates notice to relevant departments. Interested students report to the placement cell in due time. In addition to on campus placements, the placement cell also helps the students to obtain suitable placements in various renowned organizations.

Through research, the University is generating scholars who are having expertise in the respective fields . These scholars are getting job of faculty members in different Universities

on getting job of scientists in different research institutions. Every year some Ph.D scholars are securing doctoral fellowship in different countries. The opportunities of these scholars in the college level teaching are almost an automatic process.

Gender sensitization programmes are carried out by The Women's Studies Centre, Tripura University, a UGC sponsored centre under Tripura University, established in 2011 dedicated exclusively to carry out research studies and advocacy on women's issues. The Women's Studies conducted a number of awareness programmes with the following aims:

1. To assess women's contribution to the social processes.

2. To identify the daily tasks of men and women in low-income household of the project area

3. To raise awareness of men and women's workloads

4. To realize and examine the multiple roles of women

5. Health related program at different periods were carried out by the University

The college has schemes for the provision of financial support to needy students.

Criterion VI – Governance, Leadership and Management

The institution has a management information system. The following quality improvement strategies were adopted by the institution:

a) Curriculum Development: The University follows a systematic process in the design and development of the curriculum. The curriculum of the programmes offered by the institution is designed in line with the guidelines of the regulatory authorities like UGC, ICAR, DCI, AICTE, etc., which develop national level policies in the respective field of education, research and extension etc., after a detailed need-assessment survey and multi-disciplinary dialogue at the national level.

b) Teaching and Learning: Counseling to students is provided. Faculty members continuously update themselves with the recent developments in research in their respective fields and adopt these in the teaching and research. They also use innovative teaching approaches and methods to make the classroom interactions more dialogical. Project works are mandatory in technical and professional courses. The University has a well qualified pool of human resource to meet the requirements of the curriculum.

c) Examination and Evaluation: The salient features of the new and redesigned curricula are semester system, grade system, definite and structured contents with modularization of the syllabi, modern exposures in the relevant topics of Science and Technology, co-curricular and extra-curricular activities included in the curriculum and made compulsory. The examination system has been designed on the basis of new curriculum.

d) Research and Development : Extension of communication network to all teachers, awarding of grants to faculty members, provision of internet facilities, monitoring of the activity of scholars etc.

e) Library, ICT and Physical Infrastructure/Instrumentation : University has initiated process of promoting use of e-resources among the students. Computer facilities have been upgraded in the Library, Computer Centre and Girls and Boys hostels so that, the students can access websites containing e-learning resources.

f) Human Resource Management : The University is suffering from lack of adequate numbers and also non-teaching technical staffs are short in number.

g) Faculty and Staff Recruitment : The registrar branch first identifies vacant posts. With the approval of Hon'ble Vice-Chancellor, the posts are advertised in National and Local Newspaper and also in University website.

h) Industry Interaction/ Collaboration : Department are doing collaborative work with other agencies/institutes/ universities/government organizations of national and international repute. The university is now highly benefiting through these collaboration in terms of academic and research activity getting academic, research programmes, technology know-how, updating knowledge. The University, has also brought in collaborative research projects from other funding sources like DST, DBT, and ISRO etc. These collaborative researches have made visible changes among the faculties in terms of their ability to work in inter-disciplinary concepts, increased and consistent participation. The research activity is now diversified with respect to field of research and topics of study.

I) Admission of Students : Through newspaper advertisements.

Financial assistance is provided to teaching faculty, non-teaching staff and to needy students. Efforts are made to reform examination system by the University authority in consultation with principals of affiliated college. In step one an advisory committee is

formed comprising deans, pro-VC and HOD's of PG department. The committee identifies the matter of necessity for the improvement of exam system and submits their suggestions . Hon'ble Vice-Chancellor conducts a meeting with principals of affiliated colleges. The new rules for examination are drafted separately for Arts, Science and Technology. Approvals by AC and EC for the implementation of new exam process and rules. There is no provision in the ACT of Tripura University to promote autonomy in the affiliated/constituent colleges

Criterion VII – Innovations and Best Practices

The following innovative practices have been introduced:

- Use of innovative technology to improve teaching administration and feedback to large student cohorts

- Use of small group supervisions over the students time to time continuous assessment in academic programmes like PG Courses and Ph.D Programmes

- Transparent and confidential examination system

- Personal attention to students, proper care for weaker students and challenging avenue for smarter students

- Low fee structure compared to other central universities in the country

- Publication of result within a week or ten days from the completion of the examination

- Participation in collaborative research

- Inter-disciplinary activity

- The commitment to staff and student engagement in the curriculum review process which ensures a shared ownership and understanding of the approach to teaching in the university

- Performing Arts and Skills Development Workshop Services: Innovative teaching and assessment methods and responsiveness to student needs and feedback to enhance the student learning experience

- Transparent recruitment of supporting non-teaching staff and teachers

- Interaction with eminent teachers and scientists in the academic programmes by inviting them

The college has two best practices: 1) Smooth academic activity and transparent examination and 2) Organization of seminars/workshops in academic departments.

Plans of the Institution for the Next Year

The college plans expand their campus infrastructure, create more scope in research and local resources, organize more seminars/workshops and create more linkages.

Conclusion

In Criteria I-'Curricular Aspects,' the university has conducted relevant activities to support good curricular transaction. In Criteria II - 'Teaching-Learning and Evaluation', the college adopted Innovative Practices, introduced examination and evaluation reforms and organized learning-centric programmes. The faculty participation in conferences and symposia was seen to be substantial with members attending international, national and state level conferences. A good number of teachers also presented papers at these conferences and a few of them acted as resource persons. Several innovative practices were initiated and faculty development programmes were also started.

The college encourages and sensitizes important research related issues. Grants are provided to concerned members to take up projects and publish their work. Research projects were undertaken and many works were published in journals and in books. Conferences were also organized. With respect to criterion IV 'Infrastructure and Learning Resources', it is seen that the college has fulfilled all the requirements.

Regarding Criterion V - 'Student Support and Progression' the college maintains a timely record of the activities of the college. Many activities were conducted. The performance of the college was seen to be satisfactory. With respect to Criterion VI, i.e. 'Governance, Leadership and Management' and Criterion VII 'Innovations and Best Practices', it is evident that the college has organized sufficient number of programs.

2. Maharaja Bir Bikram College

Maharaja Bir Bikram College was accredited with a B+ grade by NAAC and a CGPA of 2.55 (second cycle). The college is affiliated to Maharaja Bir Bikram University. For the following analysis, the AQAR report submitted in 2017-2018 was considered.

Criterion I – Curricular Aspects

For curriculum implementation, the college has a few measures in place. For example, through its induction programme, the college allows freshers to get oriented with the

different aspects of the college. The institute has taken an initiative to launch its own web portal which will cater to the needs of the students, teachers and other stakeholders as well. At present a few departments have started preparing and publishing lesson plans. In the coming days, it would be compulsory for all the departments to prepare lesson plans for enriching the curriculum implementation and the teaching-learning process. As attendance is an important component in the teaching-learning process, therefore in coming days an initiative will be taken to upload the attendance data in the college web portal to check the attendance status of the students. This will help the overall teaching-learning process as well as tracking the students presence in the college by the college authority, teachers, parents, guardians and students themselves.

No new courses were introduced. Structured feedback is received from all the stakeholders (students, teachers, employers, alumni and parents) and the feedback obtained is analyzed and utilized for overall development of the institution. Based on students' feedback, there are efforts (some of which have already been partially initiated) to enhance the teaching-learning process by making it more student-centric, increase the number of relevant books in the library, upgrade the canteen, to facilitate in-campus placement opportunity, increase sports and co-curricular infrastructure and activities, etc. Based on teachers' feedback, efforts are on to introduce cut-off marks during admission, limit admissions within in-take capacity, link attendance with internal marks, convert the results of Continuous Internal Evaluation into internal marks, increase the infrastructure for ICT, purchase books and equipments relevant to the new syllabus of M.B.B. University, etc.

Criterion II – Teaching-Learning and Evaluation

A mentoring system is part of the academic system and it is seen to be helpful in the following ways:

1. Bridging the gap between the students and teachers.
2. Creation of a better environment in college, where students can approach teachers for both educational and personal guidance.
3. Enhancement of knowledge base for both teachers and students alike, due to effective two-way communication.
4. Awareness and support to students for job opportunities both at the government and private sectors.
5. Motivation for higher studies and entrepreneurship.
6. Advice and support for improvement in academic performance

Mentor-mentee ratio at present is not yet maintained in a proper and systematic manner. However, every department practice mentoring in a group and also at the individual level. Hence in days to come a mechanism will be increase to maintain Mentor-mentee ratio.

There are 29 faculty members with a doctoral degree and no honors/recognitions have been received by teachers. Continuous Internal Evaluation (CIE) is being practiced by some of the departments/ teachers. However, due to the large number of students in some of the departments (for example, Political Science, Education, History, etc.) the process was not viable all across the departments. In this regard, efforts are on to limit the intake in such departments and side by side talks are in progress with the affiliating University to include the CIE results in the Internal Marks. As such, the CIE system would be more robust and meaningful.

In spite of the above fact, the institute has taken effort to improve the performance of students by framing significant reforms in continuous Internal Evaluation at the college level. These include:

- Remedial measures are taken by conducting tutorial classes to clarify doubts and re-explaining the critical topics

- Unit tests are conducted on regular basis

- Subject specific question banks are provided to the students. In future step, it will be initiated to upload the same in web portal

The reforms have resulted in substantial improvement in student's performance through comprehension of difficult topics, improved time management, enhanced writing skills and individualized attention resulting in refining their cognitive, psycho-motor and affective domains of learning. This has significantly enhanced the pass percentage and academic excellence of students.

The institute in most of the cases is able to adhere to the time-frame of the Academic Calendar for the smooth functioning of the session. However, it is to be noted that as regards to the Term End Semester examinations, the matter is decided by the University. The college takes all the necessary initiatives right from the time students get admitted in the college till they complete their courses successfully. This includes grooming and nurturing the students with their academic, behavioral aspects, career prospects, cognitive aspects, socio-cultural context, co-curricular and extra-curricular activities. All the programmes have a pass percentage of more than 90%.

For the overall improvement of the institution, the IQAC has decided to implement the following measures:

1. The teachers should improve themselves in the interpersonal communication with the students. Most of the students felt that the process of Internal Evaluation by teachers needs to be more logical in fairness.

2. More emphasis should be given by all the individual teachers for class preparation and lecture delivery mechanism.

3. In the teaching-learning process the students felt that the teachers should give adequate number of examples and its practical application in the teaching process.

4. Due attention should be given for developing a mechanism of student-centric teaching-learning methodology.

5. As extra-curricular activities are a Part-A and parcel of curriculum, therefore, teachers should take keen interest to motivate the students in this field.

6. Teachers orientation on the use of ICT tools in teaching-learning process is the top most priority at present.

7. There is a need to improve the overall teaching-learning process, so that successful desired outcome is possible.

Criterion III – Research, Consultancy and Extension

A minor project, funded by the Tribal Research and Cultural Institute has been sanctioned, along with another project. No workshops/seminars were conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative Practices during the year. No awards for innovation were won by the Institution/Teachers/Research Scholars/Students during the year. No incubation centers were started and start-ups were incubated. Research works were published in national and international journals. Books were authored by the faculty members and chapters were contributed to edited volumes. Faculty members attended and presented papers at international, national and state level conferences. No extension activities were organized in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red Cross/Youth Red Cross (YRC) etc. Students participated in extension activities with Government Organisations, Non-Government Organisations and Programmes such as Swachh Bharath, Aids Awareness, Gender Issue, etc., during the year. No collaborations were made and no MoUs were signed

with institutions of national, international importance, other universities, industries, corporate houses etc., during the year.

Criterion IV – Infrastructure and Learning Resources

The budget allocation for infrastructure augmentation is done by Finance Department, Government of Tripura through Letter of Credit (LoC) and is monitored by the Directorate of Higher Education, Government of Tripura. The campus is spread over 72 acres and has sufficient infrastructural facilities (81 classrooms, 48 laboratories, 12 seminar halls and the like). The library is automated with an Integrated Library Management System -ILMS. The library holds 65170 text books, 27689 reference books, 78 journals, 88065 others. Other infrastructure includes computers, computer labs, browsing centers and offices.

The institute till date do not have the facility for e-content but it is being practiced by almost all the individual teachers in their teaching-learning process, research field. In this regards, the first initiative has already been taken i.e. each department have been provided with desktop computers. The next initiative will be to start the mechanism for e-content facility.

The classroom boards and furniture facilities are utilized regularly by the students but sometimes it is also made available for the other Government/ Bank/Public Service Commission for conducting examinations, if not in use for the said period. The maintenance and the cleaning of the classrooms and the laboratories are done with the efforts of the non-teaching staff on regular basis.

Criterion V – Student Support and Progression

There is a provision to provide financial support from other sources to needy students. There are many capability enhancement schemes, like mentoring, yoga, language lab, personal counseling. Guidance for competitive examinations was provided and several students have benefitted from it. No grievances were received during the academic year. There was a campus placement and the institute is planning to start a mechanism to track students after they complete their graduation. No students were found to have qualified NET/SET/SLET/GATE/GMAT/CAT/GRE/TOEFL/Civil Services/State Government Services. Students were active in sports and cultural activities organized at the institution level.

The Students' Council took up problems regarding various student welfare issues such as procuring stipends facilities, admission process, filling up examination forms, etc., and successfully resolved them during its term. Every year, the student body organizes several

activities to mark national festivities, to raise awareness on meaningful social issues, organized blood donation camp, tree plantation, cleaning drive and participates in cultural festivals, literary activities and sports competitions representing the college with great pride. The members of the Students' Council has a great role in the representation of the Sexual Harassment Committee along with many other student related affairs in the college.

Earlier, alumni and their Alma-mater were treated as separate entities where in one's existence was independent of the other. Local alumni chapter were formed as a means to interact with other fellow alumni. With the advent of social media, alumni relationship has taken a different flavor altogether. Activities like fundraising, mentorship and career guidance are some of the activities that alumni members do.

Criterion VI – Governance, Leadership and Management

Faculty members are given representation in various committees/cells and allowed to conduct various programme to showcase their abilities. They are encouraged to develop leadership skills by being in-charge of various academic, co-curricular and extra-curricular activities. The college promotes a culture of participative management by involving the staff and students in various activities. The Principal and faculty members are involved in defining the policies and procedures, framing guidelines and rules and regulations pertaining to admission, discipline, grievance and library services etc., and effectively implementing the same to ensure smooth and systematic functioning of the college.

The institution does not have a management information system. The following quality improvement strategies have been adopted by the institution:

I) Curriculum Development : Being an affiliated college, there is a limited and indirect scope in the design of curriculum. But it is proposed that a Choice Based Credit System (CBCS) could be introduced and include Skill Enhancement Courses (SEC) as well. The institute has also proposed that a component of internal marks be awarded against attendance as well as against Continuous Internal Evaluation instead of one time Sessional Examinations.

ii) Teaching and Learning : The institute is trying to prepare and publish lesson plans before the commencement of semester classes. It is also planning to digitize attendance, publish lecture notes, use ICT tools, mentor students and move towards student-centric learning.

iii) Examination and Evaluation : Students heavily rely on "notes" rather than understanding the subject matter through text books, etc. Another is the inability to express their thoughts coherently in English as most of the students are from vernacular background. Efforts are on to bring a positive change in this aspect.

iv) Research and Development : Any form of initiative taken by the teachers to apply for grants in order to organize seminars and workshops is appreciated and encouraged. The involvement of the students in such programmes is sought after and supported which act as a motivation for the students to get involved in such activities in their future life.

v) Library, ICT and Physical Infrastructure / Instrumentation : Library is well stocked with text and reference books which includes 92859. Books are classified according to Anglo American Cataloguing Rules-2 (AACR-2), Dewey Decimal Classification System. College aims to continually develop its potential to integrate the use of ICT for effective and stimulating curriculum delivery which acknowledges different learning styles and individual potential.

vi) Human Resource Management : As regards to Human Resource Management, the emphasis is being laid on in-house training of the non-teaching staff as well as faculty members. Moreover, any staff desiring any kind of training/ workshop/ orientation or refresher courses are allowed to do the same.

vii) Industry Interaction / Collaboration : The institute presently lacks in the area of industry interaction/ collaboration. However, initiatives are in the process to start the industry interaction and collaboration at local level for the benefit of the students in their future endeavors.

viii) Admission of Students : Being a Government College, admission till today is being made beyond the intake capacity. However, talks are on with the higher authorities to adhere to the intake capacity and there is a good chance that from the next session onwards we would be able to reduce the numbers. Admissions are also made on merit basis. However, sincere endeavors are on to introduce a certain minimum cut-off marks for admission.

There is currently no provision to give financial support to teachers to attend conferences/workshops and towards membership fee of professional bodies during the year. Professional development / administrative training programmes were organized by the College for teaching and non-teaching staff during the year.

As the college is a government institution, the Directorate of Higher Education, Government of Tripura does the internal audit from time to time to verify and certify the entire financial matter of the college. Likewise, an external audit is also carried out on an elaborate way by the Account General Office on yearly basis. The following activities have been done by the Parent-Teacher Association:

1.   Periodical Parent-Teacher meet conducted by the college.

2.   Suggestions are sought from the parents for holistic development of the students.

3.   Parents who are the members of M.B.B. College Alumni Association take active part in different programme meant for the development of the college.

The following development programmes have been initiated for support staff:

1.   For smooth functioning of the official work and skill enhancement, the staff members attend different Government orientation programmes from time to time.

2.   At different occasion the staff members along with the faculties take active part in college activities like examination, students' council election, seminar, workshop, awareness programme, socio-cultural events etc.

3.   Time to time counseling sessions are organized by the Psychology department of M.B.B. College for the support staff for getting mental relaxation.

Criterion VII – Innovations and Best Practices

A gender equity programme on women emancipation and empowerment was organized. There are a few environmental consciousness and sustainability/alternate energy initiatives. Initiatives were undertaken to address vocational advantages and disadvantages. To promote universal values and ethics, a 'health and hygiene' campaign was initiated, along with one on human values. The following initiatives were undertaken to make the campus eco-friendly: tree plantation, cleaning drive, environmental awareness etc. The following are the institution's best practices:

1.   Inclusiveness and gender sensitivity, sense of belongingness and respect for others put into practice by the student in the campus. In this regards, college organized different gender sensitization awareness programmes from time to time for healthy atmosphere in the campus.

2. Another best practice is that, students have to come to the college in uniform which is mandatory. This keeps a check on the students' activity inside and outside the campus.

Plans of the Institution for the Next Year

All the classes will be uploaded in the college portal, as for the students' attendance and feedback, there would be a separate students corner in the college website, where students can directly send any suggestions or problems they face. A proposal has been sent to the affiliating university to introduce post graduation courses in M.B.B. College. The need to intensify ICT based classes has been recognized. There is a need to set up a sports infrastructure in place. A databank of students will be finalized. In order to combat the scarcity of teaching staff, contractual qualified teachers would be engaged.

Conclusion

In order to support good curricular transaction (in Criteria I - 'Curricular Aspects'), the college has a number of measures in place, like the induction programme, web portal and preparation of lesson plans. Based on the feedback of students and teachers, active efforts have been made to enhance the teaching-learning process. One of the key activities that the college encouraged for Criteria II was the mentoring system. More attention can be given with respect to bestowing recognitions and awards for teachers. Continuous Internal Evaluation (CIE) is being practiced by some of the departments/teachers. IQAC has implemented a number of measures for the overall improvement of the institution.

It was seen that the institute had started a minor project. But more attention can be paid with respect to initiating workshops, innovation awards and incubation centers. Research works were published. As part of Criterion IV, the campus has performed satisfactorily. For Criterion V, the institute has many capability enhancement schemes, like guidance for competitive examinations. More attention could be paid to this since no student was found to have qualified NET/SET/SLET/GATE/GMAT/CAT/GRE/TOEFL/Civil Services/State Government Services. With respect to Criterion VI, there is currently no provision to give financial support to teachers to attend conferences/workshops and towards membership fee of professional bodies during the year. This could be looked into. In Criterion VII, the institute had performed satisfactorily.

3. Ambedkar College

Ambedkar College was accredited with a C grade by NAAC and a CGPA of 1.52 (first cycle). The college is affiliated to Tripura University. For the following analysis, the AQAR report submitted in 2017-2018 was considered.

Criterion I – Curricular Aspects

With respect to the nature of their academic programme, the college has 2 undergraduate programmes. These programmes are structured through a semester system. Feedback of stakeholders (comprising of students) was collected manually. The syllabus was neither nor updated. No new departments/centers were introduced during the year.

Criterion II – Teaching-Learning and Evaluation

The college has a total of 22 permanent faculty members. There are 13 assistant professors and other types of faculty members (PGT in college). 3 permanent faculty members hold a doctoral degree and there are 9 guest/visiting/temporary faculty members. Faculty members have attended conferences at the state level. Many innovative processes were adopted by the institution in teaching and learning. Audio visual classes were encouraged and regular internal evaluations were conducted.

No examination/evaluation reforms were initiated. No faculty members were involved in curriculum restructuring and syllabus development or as member of board of study/faculty/curriculum development workshop. The average percentage of attendance of students is 75%.

To monitor the teaching and evaluation process, a systematic feedback system has been introduced. In order to facilitate faculty development, refresher courses and orientation programmes were held.

Criterion III – Research, Consultancy and Extension

The college encourages and sensitizes important research related issues. IQAC motivates faculty member to pursue research by applying different minor and major research projects from different R and D agencies like UGC, ICSSR, ICHR, ICPR etc. It also takes initiative in publishing the Ambedkar College Research Journal.

No research projects (major or minor) were undertaken. No research related works were published. No research funds were sanctioned. College level conferences were organized by

the institution. No faculty served as experts, chairpersons or resource persons. No collaborations or linkages were made during the past one year. No patents were received. No research awards were received by faculty and research fellows.

The following major activities were undertaken during the year in the sphere of extension activities and Institutional Social Responsibility:

1. Survey the socio-economic status of 4 nearby villages.

2. Distribution of woolen garments to the poor and needy.

3. Free Medical Camp.

Criterion IV – Infrastructure and Learning Resources

The campus includes classrooms, laboratories and seminar halls. Equipments worth Rs. 3, 06,163 were purchased during the current year. The administration is computerized. The decision to set up an e-library has been taken. The library holds 15398 text books, 2964 reference books and 39 others. The college offers the latest technological equipments (63 computes, 1 computer lab). No amount was spent on maintenance alone.

Criterion V – Student Support and Progression

To enhance awareness about student support services, an induction meeting was organized for students at the beginning of the academic year. Arrangements were made for starting a display board, highlighting student support services available in the college. A prospectus was provided to students to record the same.

To track the progression of these activities, three internal examinations were conducted to assess the progress of students. Parent-teachers meeting were held to make the parents aware of the progress of the concerned student. Meetings were conducted with the in-charges of different student support services and with the student representatives to address their difficulties and problems. The Teachers Council convened to assess overall progression of the students.

In this year, a total of 1046 UG students enrolled themselves in this college. 1 student was from outside the state. The institution provides student support mechanism for coaching for competitive examinations. Career and Counseling Cell, Ambedkar College is designed to assist students in achieving academic and personal success by providing job related resources and counseling guidance. During the academic session 2017-2018, the Cell has

organized one program in the college for the benefit of the students. With the collaboration of 30th Battalion Assam Rifles a Counseling program on Drug Abuse was organized. The objective of the seminar was to spread awareness and educate the youth about the alarming issues and the seriousness of drug abuse in the society, country and in the world at large.

There is no campus placement. No gender sensitization programmes were held. The government provides financial support to needy students. The following social initiatives were undertaken by the students:

1. Survey of the socio-economic status of villagers near by the college

2. Collection of used woolen garments and distributing those among needy villagers

3. Free medical camp for local villagers

Major grievances were redressed.

Criterion VI – Governance and Leadership

The institution does not have a management information system. The following quality improvement strategies were adopted by the institution:

a) Curriculum Development: As the college is an affiliate of Tripura University, the institute does not have any authority to independently develop the curriculum, though the teachers are actively associated with the curriculum design of the University

b) Teaching and Learning: To improve teaching and learning, teachers are encouraged to use ICT, accordingly well equipped Smart Class Rooms have been set up and now these are being used for class lectures

c) Examination and Evaluation: Examinations and evaluation are conducted according to Tripura University guidelines. Internal exam, Viva, group discussions, written exam are conducted and external part of the evaluation has been done by the Tripura University

d) Research and Development: Research Advisory Committee, in particular, of the college encourages faculty members to take benefit of availing grants to organize Seminars and Minor/Major research projects form different R and D agencies. Also the administration allows teachers to attend/present research papers in different Seminars.

e) Library, ICT and Physical Infrastructure: The following measures have been taken:

- Decision has already been taken for setting up of a e-Library out of RUSA grant Wi-fi enabled Administrative Building

- Xerox facility for students in the library

- Smart Class Rooms and ICT enabled seminar hall/classroom

f) Human Resource Management: College is facing acute shortage of Ministerial staff. College administration utilizes its human resources to its fullest extent to run the college.

g) Faculty and Staff Recruitment: All the requirement of the Government colleges of Tripura is made by Tripura Public Service Commission. Therefore college does not have any role in recruitment, though college can approach the Director to appoint sufficient number of faculty based upon the requirement.

h) Industry Interaction/Collaboration: Nil.

i) Admission of Students: According to University and DHE guidelines, the college provides admission to the aspiring candidates.

Financial assistance is provided to needy students. No efforts were made by the college for examination reforms.

Criterion VII – Innovations and Best Practices

The following best practices are undertaken by the institution, including a counseling programme on drug abuse, upgradation of science labs, setting up of seminar hall/smart classrooms, digitization of library.

The college has two best practices: organization of a free medical camp and a counseling programme on drug abuse.

Plans of the Institution for the Next Year

The college plans to set up an e-library, e-study center, install a surveillance system, construct an independent library building, install a digital notice board, solar lighting, introduce an Economics honors and Bio science course and complete the construction of an auditorium.

Conclusion

The college has adopted a number of measures under Criteria I 'Curricular Aspects,' and Criteria II Teaching-Learning and Evaluation'. For example, the college has conducted relevant activities to support good curricular transaction and has adopted innovative practices but did not introduce any examination and evaluation reforms. The faculty participation in conferences and symposia could be improved. No faculty members were involved in curriculum restructuring and syllabus development or as member of board of study/faculty/curriculum development workshop.

The college encourages and sensitizes important research related issues. But no research projects were undertaken and no works were published in journals and in books. With respect to Criterion IV 'Infrastructure and Learning Resources', it is seen that the college has fulfilled all the requirements. Regarding Criterion V-'Student Support and Progression' the college maintains a timely record of the activities of the college. There is no campus placement and this aspect could be looked into. With respect to Criterion VI, i.e. 'Governance, Leadership and Management' and Criterion VII 'Innovations and Best Practices', it is evident that the college has organized sufficient number of programs.

Conclusion of Part-B

i) Criterion I- Curricular Aspects

    a. It was seen that most colleges had a semester system and had a range of programmes to offer. The feedback of stakeholders was obtained regularly.

    b. A few colleges had taken the initiative to revise and update the syllabi but the same was not done by all the colleges.

    c. It is promising to see that certain colleges introduced new departments and centres.

ii) Criterion II – Teaching- Learning and Evaluation

    a. The institutions have sufficient number of teaching faculty members.

    b. The institutions had a range of innovative practices that encouraged industry experience, practical training, field exposure and the like.

    c. Some institutions had a mentoring system in place to help students.

    d. It was found that in some cases, faculty members had not received any honours or recognitions.

e. Examination reform measures were adopted by some institutions. In other cases, the examinations were found to have been conducted regularly and in others, continuous internal evaluation was carried out.

f. Admission process and student profile of students are selected as per the rules of the institution. In most colleges, the teaching faculty members were found to have attended conferences of varying regional capacities (international, national and state). But more effort can be paid to this area as it can significantly contribute to research output.

g. Monitoring of the teaching and evaluation process was carried out diligently and faculty development programmes were also initiated.

iii)   Criterion III – Research, Consultancy and Extension

Universities were found to organise a range of research activities, including providing grants, internet facility, library digitisation and the like:

a. Many faculty members have completed major/minor research projects. However, more attention is to be paid to this area as it can be improved.

b. Several programmes/ workshops / training programmes / sensitization etc., have been organized over the years to motivate and inculcate research aptitude among the University fraternity. Research and publication output of the faculties is not consistent with the number of faculties. Hence, more attention is to be paid to this.

c. Some of the universities had obtained research funds for carrying out work.

d. Collaborative research and consultancy have been strengthened in some universities, while in some others, it is to be initiated.

e. In certain cases, the institution was seen to organise conferences.

f. Collaborations and linkages are seen to be integral to promoting the research output of the institution.

g. Some of the faculty members were awarded for their work.

h. Various activities were undertaken in the sphere of extension activities and institutional social responsibility.

iv) Criterion IV – Infrastructure and Learning Resources

a. All the institutions performed satisfactorily in this criterion.

b. The general infrastructural facilities seen in these institutions are satisfactory. However, considering the changing need of upcoming career oriented/vocational courses and changing needs of students, it is imperative for continuous up gradation of these facilities.

c. There is a need to enrich the library with more books, reference journals and academic books.

d. It is good to see that most institutions have actively started to computerise the library and other services. Efforts need to be taken to maintain this.

v) Criterion V : Student Support and Progression

a. Most of the colleges organised programmes to enhance awareness about student support services and made sure to track the progression of these activities. These activities were tailored according to specific programmes.

b. A few colleges encouraged a mentoring system and facilitated regular discussions between mentors and mentees. But the same was not noted for all. Since, this is a very beneficial activity, it would be better if other colleges also organised something similar.

c. Regarding a support mechanism for coaching for competitive examinations, it was noted that certain colleges had a system while others did not. But given the fact that such training would eventually help students in orienting their careers, it is suggested that all colleges adopt such a system, along with a career guidance cell.

d. Most colleges offer financial support to needy students and this will help reduce social and economic disparities among students.

e. There are many capability enhancement schemes for students.

f. Some colleges had a council to look into the welfare problems of students.

g. There should be a right balance of curricular and non-curricular activities in the colleges.

h. Linkages with local industries are to be established for hands-on-training and also for facilitating future employment/self-employment/entrepreneurship.

vi) Criterion VI – Governance, Leadership and Management

a. Some of the institutions have a management information system but this can't be said for all. This should be looked into.

b. Faculty members are given representation in various committees/cells and allowed to conduct various programme to showcase their abilities.

c. The institutions have done satisfactorily with respect to quality improvement strategies, in the following aspects: 'curriculum development', 'teaching and learning', 'examination and evaluation', 'research and development', 'library, ICT and physical infrastructure', 'human resource management', 'faculty and staff requirement', 'industry interaction/collaboration' and 'admission of students'.

d. Most institutions provide financial assistance to the teaching faculty, non-teaching faculty and students through various sources.

vii) Criterion VII – Institutional Values and Best Practices

a. All the colleges have a range of Institutional Values and Best Practices.

b. Societal need based new innovative short term courses need to be introduced in institutions. The courses should be designed such that students be sensitised towards some of the pertinent issues of the time.

c. Value education should be imparted through teacher-interaction.

d. Successful innovative practices need to be published, promoted and replicated in other colleges.

CHAPTER - VII

Conclusions and Recommendations

Conclusive Remarks

In this study, the AQAR reports of 3 institutions in Tripura have been analyzed with respect to their performance in part-B, which includes the following criteria – 'curricular aspects', 'teaching-learning and evaluation', 'research, consultancy and extension', 'infrastructure and learning resources', 'student support and progression', 'governance, leadership and management' and 'innovations and best practices'. The study is completely qualitative in nature.

The colleges were seen to perform well in the 'curricular aspects', 'infrastructure and learning resources', 'governance, leadership and management' and 'innovations and 'best practices'. But the performance in other criteria, like 'teaching-learning and evaluation', 'research, consultancy and extension' and 'student support and progression' needs to be improved.

In criteria I, the colleges had a number of measures in place, like the induction programme, web portal and preparation of lesson plans. With respect to criterion II, More attention can be made with respect to bestowing recognitions and awards and teachers. For criterion III, more number of workshops, projects, incubation centres etc., could be started. The performance of all colleges in criterion IV was found to be satisfactory. Coaching for competitive examinations could be initiated.

Among the various curricular aspects that colleges have, one could say that all colleges offer a range of programmes, with timely feedback collected from stakeholders regarding various decisions. With respect to 'teaching-learning and evaluation', it is suggested that colleges pay more attention to increasing research output of its faculty members. Colleges need to look into their performance in 'research, consultancy and extension' and implement measures for further improvement. The institutions need to think about providing financial support to teachers and students as well, for their overall improvement.

Recommendations

Having done such a comprehensive analysis of the AQAR reports submitted by the colleges in Tripura, the following recommendations are proposed for the Higher Education Council, the Policy Makers and NAAC.

The analysis will give us a global picture regarding the functioning of Higher Educational Institutions in Tripura. Most of the colleges analyzed in this report performed poorly in criteria, like 'teaching-learning and evaluation', 'research, consultancy and extension' and 'student support and progression'. Hence, it is suggested to the concerned officials to pay adequate attention to these areas so that an overall development can be achieved.

1. Faculty members are to be encouraged to obtain doctoral degrees in their concerned subjects and thereby take up more research projects. It is also advised that they take up the supervision of Ph.D scholars.

2. More funding is to be given to institutions to take up projects.

3. Financial assistance is to be provided to students for completing their education. It is also to be provided to faculty members to attend conferences and workshops.

4. Syllabi revision needs to be done consistently.

5. A lot of innovation is taking place with respect to ICT based teaching and learning. Teachers may be provided adequate trainings in order to be updated with these progressions.

6. Faculty members may be encouraged to take up research projects and incentives may be provided for the same, like seed money. This can be done through myriad ways, namely through encouraging teachers to attend and organize conferences of varying regional capacities, publish papers, take up research projects (major and minor) and undertake collaborative research. There is a need to enrich the library with more books, reference journals and academic books as well.

7. Visiting teams need to spend time to understand the quality of the activities done by the institutions under various criteria.

8. The AQAR Report is submitted by accredited institutions every year to NAAC. But such a comprehensive analysis of these reports has not been undertaken before. NAAC may, hence, undertake more such state-wise analysis of AQAR reports because ultimately these are nothing but a bird's eye view into the functioning of

accredited institutions across the country. This will help us predict the future of these institutions. Criterion-wise analyses will also give us the weaknesses and strengths under various criteria.

9. Incentives or appreciation letters may be provided to those institutions that are doing serious work.

Limitations of the Study

1. Only certain activities that appear to be significant to quality assurance have been considered for the purposes of this report.

2. The report is purely qualitative and does not provide any quantitative analyses of the concerned institutions.

For Communication with **NAAC**

The Director

National Assessment and Accreditation Council (NAAC)
(An Autonomous Institution of the University Grants Commission)

P.O. Box. No. 1075, Nagarbhavi
Bengaluru - 560 072

Phone   :   +91-80-2321 0261/62/63/64/65
Fax   :   +91-80-2321 0268, 2321 0270
E-mail   :   director.naac@gmail.com
Website :   www.naac.gov.in