



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **SACHIN DEB BARMAN MEMORIAL GOVT MUSIC COLLEGE**

SACHIN DEB BARMAN MEMORIAL GOVT. MUSIC COLLEGE, LICHUBAGAN,  
AGARTALA, TRIPURA(WEST), PIN-799010  
799010

[www.sdmgovtmusiccollege.in](http://www.sdmgovtmusiccollege.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2022**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Owing to India's vastness and diversity, Indian Music encompasses numerous genres, multiple varieties, and forms which include classical music, folk, Rabindra sangeet, etc. It has a history spanning several millennia and developed over several geo-locations spanning the sub-continent. Music and dance in India began as an integral part of socio-religious life. Music remained to be one of the finest expressions of human existence for the last 30,000 years.

Besieged by the calm and quiet greenery of the outsized lichi garden, a small hill has given space to the Sachin Deb Barman Memorial Govt. Music College (SDMGMC) on its lap with an array of lush greenery. The entire ambiance is constantly resonating with sounds of silence harmoniously synchronized with beautiful chirps of birds and drafting it to the endless sky.

The eminent classical vocal artist, Late Pulin Debbarma (1914), set up a Music School at his residence namely "Bir Bikram Sangeet Vidyalyaya" and was shifted to Umakanta Academy School and named "College of Music & Fine Arts". In 1964 this institute shifted to a different campus with the name "Tripura Govt. Music College" and subsequently renamed as "Sachin Deb Barman Memorial Govt. Music College". Its curriculum is designed by Tripura University. It is offering Degree and Diplomas both courses namely, 'Bachelor of Music (B.Mus.)' and 'Diploma of Music (D.Mus.)'.

Starting on 1st June 1964 under Bhatkhande Music Institute, Lucknow offered diploma courses in Classical vocal, Tabla, Sitar, Sarod, Esraj, and only Kathak dance was offered. In 1977, two years B.Mus. courses in Hindustani Classical Vocal, Tabla, and Kathak dance were introduced under the affiliation of Calcutta University. Later on, Bharatnatyam and Manipuri dances were introduced. Three years B.Mus. honours degree course was introduced in 2003. In 2010, a diploma course on Kuchipudi dance was introduced.

Presently the total number of students in this coeducational institute is 168. The institute offers to perform art in a conducive environment throughout the year that engages and encourages students in the learning process. The institute is frequently called on by different departments of the State Government to execute different programmes and awareness campaigns.

### Vision

- Sachin Debbarman Memorial Government Music College (SDMGMC) will be recognized nationally for the outstanding quality and value of its Undergraduate programmes in music. Housed in an exceptional facility for music study and performance and supported by a network of significant community partnerships, the institute will be noted for its position as the major musical resource for Northeast India. Faculty in the Institute of Music will be known for the excellence of their performance and scholarship as well as their contributions to the culture of the Institute and their professions. Graduates will be respected for their comprehensive preparation to be scholars, performers, and practitioners in their chosen careers.
- The College is dedicated to advancing music and dance through research and the creation of new work, preserving the past while striving to define the future of music traditions. It is committed to exploring

the interrelationships among music and other disciplines.

- The Institute aspires to assure the highest standard of music education through offering individual and group programmes that contribute a student success. It supports the diverse student population and enhances a supportive, caring, and responsible community among the students, families, and faculty.

The institution has a vibrant academic environment and special vision in the course of development that goes vertically in each specialization on its own, and horizontally to establish more of the related specializations. In addition to that, aims to enhance the role of the Institution in achieving more projects related to music activities, and preparing and organizing programmes and workshops with the participation of the societies of the local community and Government.

### **Mission**

### **Mission**

Recognizing that music is a crucial component of the Liberal Arts experience, the belief in the significance of offering a strong music program to students of all ability levels from the novice to the pre-professional musician. Therefore, the mission of the institute is:

- To provide the highest quality pre-professional undergraduate music training possible in the areas of performance, elementary and secondary vocal and instrumental teaching, and theory and composition; this programme shall remain consistent with the educational objectives and standards of the institute as a whole, consistent with the standards of different music colleges of national importance.
- The institute will be consistent with traditionally recognized practices in the pre-professional training of musicians, and consistent with, and in accordance with, the skills, areas of expertise, and professional goals of its music faculty as a whole.
- To provide a broad range of opportunities for study and participation in both performance and music courses by students who may not intend to pursue music as a profession.
- To provide support for the creative, artistic, and professional development of its music and dance faculty.
- To provide the service of performance and music expertise to the college community in the forms of concerts, ceremonial music, and interdisciplinary teaching.
- To provide leadership in educational and cultural experiences in music to the outside community.

These are why the institute finds itself in a persistent effort to develop its tools and methods, to encourage its students to do more research and study to stimulate them for more creativity and distinction, and to ensure the teamwork spirit.

The institution has?? faith that it is enabled with a comprehensive vision, where the faculty members and

students cohere to develop the professional generation we all look forward to it.

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

### Institutional Strength

- The three-storied college building houses the office of the Principal, administrative offices including IQAC, and all five departments namely (1) Hindustani Classical Vocal (2) Rabindra Sangeet (3) Tabla (4) Bharatnatyam (5) Kathak (6) Manipuri dance (7) Kuchipudi dance (8) Instrumental Sitar
- One ICT-enabled smart classroom with Projector, sound system. The smart classroom is being used for teaching and workshop purposes.
- Recording studio.
- An auditorium hall for organizing programs, seminars, workshops, etc.
- A sizable collection of various types of instruments meant for practical classes.
- To facilitate the students and teachers in their learning Library is equipped with more than 18,000 books.
- Library with E-corner to provide computer support to the students for their academic need.
- Conducive academic environment.
- Well qualified faculty members
- Providing financial support to the students through various Student development fund, State and Central Government scholarships.
- Strong and dedicated NSS units.
- A parking space for two-wheelers.
- Ramp, washroom, and restrooms for differently able students
- Online Grievance Redress Mechanism
- Online Student Feedback Mechanism
- Dedicated boys and girls common room
- Infilibnet subscription
- CCTV monitoring of campus as well as Classrooms
- Wifi enabled campus

### Institutional Weakness

- Inadequate classroom and infrastructure.
- Shortage of regular faculties for soft skill subjects.
- Shortage of ministerial staff.
- No departmental library.
- No departmental smart class with PA system.
- Lack of sufficient music instruments.
- Inadequate fund.
- Absence of hostel facilities for Male as well as for Female students.
- Transportation facility.
- Good canteen facility.

## Institutional Opportunity

- The institution is situated in the capital of the state. Being the only institution for music and dance of the state our students get the opportunity to involve themselves in various prestigious programmes of the state & the country.
- Scope for enhancement of research activities.
- Workshops are organized throughout the year which is attended by well-known artists and dancers of our country for the enhancement of music and dance skill of students and teachers.
- Opportunities to attend faculty development programmes like Orientation and Refresher courses etc.
- Remedial classes for students.
- Need-based different training programmes like faculty development programmes and Administrative staff training programmes are organized for smooth functioning of the institution.

## Institutional Challenge

- To attract more students from other states of the country and abroad for enrolment in this institute.
- To enhance job opportunity and the market for pass-out students and their works.
- To gather funds to run the institution.
- To Introduce soft skill development courses like spoken English.
- To introduce BVA (H) course in Sarod and Violine.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Sachin Deb Barman Memorial Govt. Music College, Agartala functions under the Higher Education department of the Government of Tripura and is affiliated to the Tripura University (a Central University).

Key aspects	Assessment Indicators	Outcomes
Curriculum Design and Development	<ol style="list-style-type: none"> <li>1. Curriculum design and development</li> <li>2. Guidance of regulatory bodies to create national impact</li> <li>3. Employability and entrepreneurship</li> <li>4. Consultation with stakeholders</li> </ol>	<ul style="list-style-type: none"> <li>• This institute offers Diploma as well as Degree courses. Six-semester B.Mus. Honours courses include Hindustani Classical Vocal, Rabindra Sangeet, Tabla, Kathak dance, Manipuri Dance, Bharatnatyam, Sitar, and Sarod. Kuchipudi dance is taught in a Diploma course.</li> <li>• The curriculum development has been done by keeping the academic flexibility,</li> </ul>

		<p>employability of our graduates, catering to the needs of the knowledge economy, providing the capacity to impact and transform society, and promoting values and ethics.</p> <ul style="list-style-type: none"> <li>• The systematic curriculum design and development process involves the College Development Council (CDC) and the Board of Undergraduate Studies (BUGS).</li> <li>• 20% of faculty members are involved in BUGS of affiliating University.</li> <li>• UGC guidelines are followed.</li> <li>• Field trips and exposure visits, workshops, annual exhibitions are compulsory for all students.</li> <li>• lateral entry system present to pursue B.Mus. after D.Mus.</li> </ul>
Academic Flexibility	<ol style="list-style-type: none"> <li>1. Choice-based Credit System (CBCS)</li> <li>2. Curriculum enrichment course</li> </ol>	<ul style="list-style-type: none"> <li>• The curriculum ensures Choice Based Credit Systems (CBCS).</li> <li>• The affiliating University determines the revision of the syllabus from time to time.</li> </ul>
Curriculum Enrichment	<ol style="list-style-type: none"> <li>1. Regular curricular revision</li> <li>2. Interdisciplinary practical</li> <li>3. Communication skills / soft skills</li> </ol>	<ul style="list-style-type: none"> <li>• Curricular on practical is continuously revised and monitored to get the desired output from the students.</li> <li>• Interdisciplinary practicals are included in the curriculum to eradicate the barrier and to bring academic flexibility.</li> <li>• Students are encouraged</li> </ul>

		<p>to participate in the classroom presentations. This activity boosts self-confidence among them.</p> <ul style="list-style-type: none"> <li>• Holistic education is being supported by the active NSS unit of the institution.</li> </ul>
Feedback system	1. Students feedbacks	<ul style="list-style-type: none"> <li>• Students' feedbacks are obtained through mentor meetings.</li> <li>• A Midcourse Feedback survey is conducted.</li> <li>• Academic Audits are conducted once a year.</li> <li>• IQAC conducts performance reviews of departments.</li> <li>• A feedback system from stakeholders has been introduced last year to assess the curriculum design.</li> </ul>

### Teaching-learning and Evaluation

The Teaching-Learning- Evaluation process in this institution is given meticulous attention as indicated below.

Key aspects	Assessment Indicators	Outcomes
Preparing clear course plans/ Course schedules	1. Academic committee meetings  2. IQAC meetings	<ul style="list-style-type: none"> <li>• Students get clear directions about the course plan and course schedules.</li> <li>• It helps students to plan their progression.</li> </ul>
Academic calendar and the detailed syllabus and regulations	1. Academic committee meetings  2. IQAC meetings	<ul style="list-style-type: none"> <li>• The Academic calendar includes a detailed schedule of proposed academic as well as curricular activities.</li> <li>• It helps students plan their academic progression.</li> </ul>

Use of e-resources and ICT	<ol style="list-style-type: none"> <li>1. Use of smart classrooms by faculties.</li> <li>2. Use of ICT enabled classrooms</li> </ol>	<ul style="list-style-type: none"> <li>• Classroom lectures in audiovisual mode help students in understanding the course content.</li> <li>• ICT-based project presentations make them future-ready.</li> </ul>
Encouragement of cooperative learning	<ol style="list-style-type: none"> <li>1. Compulsory individual or group projects</li> <li>2. Study tours</li> <li>3. Studio visit</li> </ol>	<ul style="list-style-type: none"> <li>• Individual or group projects, study tours, studio visits, public performances, etc. enable students and motivate them.</li> </ul>
Conducting orientation programmes	<ol style="list-style-type: none"> <li>1. Academic orientation</li> <li>2. Library orientation</li> </ol>	<ul style="list-style-type: none"> <li>• It familiarizes first-semester students with the institutional facilities, library, etc.</li> <li>• It increases their searching ability in a planned manner.</li> </ul>
Internal Assessment	<ol style="list-style-type: none"> <li>1. Students attendance</li> <li>2. Two internal assessments</li> <li>3. Students progression register</li> </ol>	<ul style="list-style-type: none"> <li>• Students having &lt;75% of attendance are not allowed to seat in the end semester examinations.</li> <li>• The student progress register includes internal as well as university marks obtained by the student. This helps to trace the development of a student through his/her journey in the institution.</li> <li>• The average passing of students for the last 5 years is more than 98% and in some departments 100%</li> </ul>
Faculty development programmes	<ol style="list-style-type: none"> <li>1. Participation in Faculty Development programmes</li> </ol>	<ul style="list-style-type: none"> <li>• Faculty members are allowed to participate in the Faculty development programme with prior permission from the Department of Higher Education.</li> <li>• This enables them to perform better in classroom teaching.</li> </ul>



Providing remedial classes	1. Mentor-mentee meetings	<ul style="list-style-type: none"> <li>• Mentor-mentee meetings are held regularly to trace the difficulties of a student if any.</li> <li>• These meetings play a pivotal role in the development of slow learners.</li> <li>• Faculty members take online and offline remedial classes to meet the requirement of these slow learners.</li> </ul>
----------------------------	---------------------------	---

## Research, Innovations and Extension

### Research:

The institution has one Research and Development Committee comprising eminent artists. The committee comprised of professors from International Universities like Sikkim University, Viswa Bharati, Shantiniketan, Tripura University, etc.

Recommendation of the committee	Impact
Release of the registration fee and partial funding to meet travel expenses for the teachers attending and presenting conference papers.	The initiative has been taken to accord the registration fee for the faculty members for attending different conferences. The teachers are also suggested applying to UGC for meeting travel expenses.
Motivating teachers to take up projects funded by the UGC and other agencies.	Faculty members get funds to organize workshops on music under the funding from State Higher Education Council.
Separate infrastructural facility for carrying out the research activities in the Institute with a computer, printer, internet connectivity, etc.	The authority has assured all the support once a major research project is sanctioned to any of the individuals. However, faculty members are permitted to utilize the existing infrastructure to meet their goals.
Enrollment in Ph.D.	Four faculty member has already completed their Ph.D. One faculty will enroll in the process soon.

Anti Plagiarism code

The institute does not support and has adopted an antiplagiarism code of conduct.

**Consultancy:**

Teacher shares their expertise externally in services like a consultancy to different Government departments, as a resource person, or as judge of the national level of state-level competitions. They also take part as experts in various civic bodies for heralding the protection and preservation of nature.

**Extension:**

As part of the extension activities, the clubs and associations like the NSS, Red Ribbon Club, etc. organize various interactive programmes and play a great role in inculcating moral values, character formation, social commitment, the dignity of labor and thereby contribute to the holistic development of students.

**Infrastructure and Learning Resources****Infrastructure:**

- The institute has one three-story building surrounded by lush greenery. Each floor consists of 14 rooms measuring around 1000 sqm. on each floor.
- One fully functional Audio Recording Studio.
- Bike and bicycle stand.
- Sufficient numbers of water purification systems for safe drinking water.
- Playground and provision of outdoor and indoor games.
- Garden, full of seasonal flowering, ornamental, and bushy plants.
- Dedicated canteen for staff, faculty, and students.
- Separate recreation room for faculty members.
- Separate Boys and Girls common room.
- One double story Large auditorium with 500 seating capacity along with musical light & sound system.
- Institute has a plant to install a Rainwater harvesting system.
- Large underground water tank to support the entire campus.
- CCTV and Wifi enabled classrooms and campus.

**Learning Resources:**

- All important sections of the office have internet connectivity
- The institution has an Optical Fibre Connection connection of BSNL
- Central Library of the institute has E-corner for students with an internet facility to support students to access E-resources and also to prepare their project paper.
- Separate reading room and reference section.
- The institute has a good collection of Tribal folk research.
- The institute has one ICT-enabled smart classroom.
- The institute has Infilibnet subscriptions to facilitate research on music and culture.
- The institute has an "E-granthalaya" (Library database) subscription and continuously upgrades the

institutional library for better resource sharing among the students and faculty members.

### **Student Support and Progression**

The placement record as well as vertical progression achieved by our students is described. A brief description of the innumerable co-curricular and extracurricular activities, the corresponding events, and the support provided by the College is presented. The institute conducts soft skill development, career counseling, personal enhancement sessions, Mentor mentee programme for the students. External experts are invited on some occasions. For the overall development of students, the institute encourages student participation in co-curricular and extra-curricular activities by providing the required support.

Training and placement cell provides pre-placement guidance to the students for placement activities. The cell disseminates information related to the job opening, different higher study programme sessions and dates. The cell prepares students for the common admission test for entry in master degree programmes.

The student representatives are members of IQAC, anti-ragging committee, NSS committee. The institute collects feedback on support services from all twice annually. The institute remains in close contact with the student representatives in order to improve these services. Department encourages students to participate in national and international level events. The institute organizes an annual cultural event named "Tourjatrik" with an opportunity for the students to show their talent and to have a feel of stage performance. The institute promotes research scholars and students' work through magazines namely, "Murchana" and "Gandharvam".

The institute provides all necessary information through the institute website. Online Grievance Redressal facility, Internal Complaint Cell, etc. provides students the opportunity to share their problems encountered (if any).

The institute has Infilibnet subscriptions to facilitate research on music and culture.

The institute has an "E-granthalaya" (Library database) subscription and continuously upgrading the institutional library for better resource sharing among the students and faculty members.

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

The aim of the institute is to give holistic education and prepare citizens who are committed to the nation and sensitive to the needs of society and have moral uprightness and strength. Students should be equipped to face the challenges of life and have a deep desire to excel. Sensitive awareness of local, national, and global needs is a dire need today and its onus lies in education, art, and culture. This vision is pursued by the administration of the institute and efficient governance through inspired leadership.

The Principal, faculty members, office staff, and IQAC work together to ensure the smooth functioning of the college. Teachers council of, various committees function in unison. Representation from affiliating University, parents, and maintained society which includes previous students, their parents, eminent citizens, senior staff members in different bodies, faculty members of international Universities ensure interaction with all stakeholders.

The efforts have been taken by the Principal to develop the culture of excellence. Various committees involving

the staff member are constituted by the Principal for the proper execution of state government plans. The Principal and the Convener of the various committees actively take part in the working of the college. The principal along with the Academic Committee, Finance committee, and development committee plays the leading role in the governance of the college. The finance committee, academic council, monitors academic affairs. They not only perform an important role in implementing infrastructure development plans but also approve academic and developmental proposals sent to the State Govt.

IQAC and the college development committee help in effective planning and implementation of institutional policies. The preparation of ATR (Action Taken Report) gives us an opportunity to evaluate and improve functioning in the college. The principal and accountant took after the finances of the college. As it is a Govt. Institute, financial assistance is given by the Govt. However apart from the state gov. UGC is the prime funding agency. Grants received during the last five years are Infrastructure grants, Additional grants, UG development grants, Sports infrastructure grants, etc.

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

That practice is best which yields maximum results with minimum resources. This is applicable to our institution. Though the institute has limited infrastructure, faculty, and staff compared to students, the accomplishment is higher. The best practice mentioned here is that full freedom is provided to staff members to accomplish their allotted work in the stipulated period. The responsibilities are well defined and are communicated to the faculty members to give their best to students in the teaching-learning process.

The head of the institution and the entire staff are committed to keeping the campus green. The use of polythene bags and single-use plastic goods is banned on campus. . Every year plantation programme is conducted in the institution.

Various innovation is being practiced in governance, teaching, and evaluation, students support, and progression, infrastructure are as follows:

- Safety, Security, and Counseling.
- Approximately 20% conversion on LED lights
- Distinct solid, liquid, and E-waste management.
- MoU for sustainability with “Agartala Cycloholics” – a cycling community.
- Other two MoUs have been initiated with Tribal Folk Music College, TTADC as well as with Tribal Research Centre, Suparibagan, Agartala
- Trying to achieve a paperless office management system.
- Transparency in the financial system by using HRMS and E-Tressary portal.
- Continuous assessment of students and strict academic monitoring system.
- Continuous monitoring through CCTV.
- Lecture-demonstrations of eminent music and dance personalities are organized under career and counseling cell to help the student by focusing on social, psychological, and academic aspect of their life.
- Grievance redress cell, anti-ragging committee acts to protect student’s right and tries to give secured environment.
- Celebration of “Vasant Panchami”, “Teachers Day” and other national and international days of importance nurturing Indian tradition and culture.

**Best practices of the colleges are:**

- The institute has a student development fund maintained by faculty members.
- The Mentor-mentee programme is followed.
- Teachers' diary is followed by faculty members.

**Distinctive Approach**

- A programme called IDEAL (Individual Development and Enrooting Activity of Life) is followed in the institution.
- Sachin Deb Barma Memorial Govt. Music College Alumni Committee (SDMGMCAC) which is operated by alumni is securing the interest of performing artists of the region.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SACHIN DEB BARMAN MEMORIAL GOVT MUSIC COLLEGE
Address	Sachin Deb Barman Memorial Govt. Music College, Lichubagan, Agartala, Tripura(West), Pin-799010
City	Agartala
State	Tripura
Pin	799010
Website	<a href="http://www.sdmgovtmusiccollege.in">www.sdmgovtmusiccollege.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Tripti Watwe	0381-2411011	9862707419	-	sdmgovtmusiccollege@gmail.com
IQAC / CIQA coordinator	Shounak Ray	91-8794359842	8794359842	-	shounak.ray5@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

Date of establishment of the college	01-06-1964			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>		<b>Document</b>	
Tripura	Tripura University		<a href="#">View Document</a>	
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>		<b>View Document</b>	
2f of UGC	24-10-2000		<a href="#">View Document</a>	
12B of UGC	24-10-2000		<a href="#">View Document</a>	
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Sachin Deb Barman Memorial Govt. Music College, Lichubagan, Agartala, Tripura(West), Pin-799010	Urban	6.249	109.63

## 2.2 ACADEMIC INFORMATION

NAAC



<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	B. Mus,Vocal And Instrumental Music	36	Higher Secondary	English,Bengali	60	35
UG	B. Mus,Vocal And Instrumental Music	36	Higher Secondary	English,Bengali	10	0
UG	B. Mus,Vocal And Instrumental Music	36	Higher Secondary	English,Bengali	10	1
UG	B. Mus,Dance	36	Higher Secondary	English,Bengali	20	3
UG	B. Mus,Dance	36	Higher Secondary	English,Bengali	20	0
UG	B. Mus,Dance	36	Higher Secondary	English,Bengali	20	8
UG	B. Mus,Tabla	36	Higher Secondary	English,Bengali	20	9
UG	B. Mus,Rabindra Sangeet	36	Higher Secondary	English,Bengali	20	14

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				5			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	2				2				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				10
Recruited	4	6	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	14	10	0	24
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		9	6	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	33	0	0	0	33
	Female	102	1	0	0	103
	Others	0	0	0	0	0
Diploma	Male	12	0	0	0	12
	Female	20	0	0	0	20
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	7	5	4	2
	Female	17	11	11	10
	Others	0	0	0	0
ST	Male	3	4	3	4
	Female	3	4	5	7
	Others	0	0	0	0
OBC	Male	5	11	8	7
	Female	21	17	12	18
	Others	0	0	0	0
General	Male	11	7	8	18
	Female	30	31	39	29
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		97	90	90	95

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	To implement NEP 2020 the State Government is preparing the guidelines. Since the institution is a State Government institution, it will take due measures accordingly as decided by the government on making the institution a multidisciplinary/interdisciplinary one. As a part of mass awareness of NEP 2020, SDMGMC organized one seminar on 19th September, 2020. Dr. Arjun Gope, Asst. Professor, Ramthakur College and Dr. Sambhunath Rakshit, Ex.Principal of Maharaja bir Bikram College and Dr. Utpal Biswas, HOD, Dept. of Musicc, Tripura University narrated about NEP 2020.
2. Academic bank of credits (ABC):	If the institution is graded "A" by NAAC, it will send the proposal to the State Government to make the college an autonomous one. Once all the eligibility criteria are met, the institution will register itself with the Academic Bank of Credits to enable students' mobility across Higher Educational Institutions.
3. Skill development:	For the development of skills among the students, the following steps may be taken by the institution (a) Courses on repairing of musical instruments in collaboration with Information and Cultural Affairs Department and other organizations of the State Government. (b) Courses on Studio recording and other acoustics-related subjects which will help the students to earn their livelihood. (c) Courses on subjects of musicology, professional choreography, anchoring, cultural report writing, etc. may be introduced. (d) Courses on professional music therapy shall be taken up. SDMGMC has got success in such a way that, Teachers' Recruitment Board of Tripura has given permission to B.Mus. Students to appear in Teachers' recruitment examination. This process will eradicate the issue of shortage of music and dance teachers in primary and secondary education institutions of the state. Introduction of Music and Art at primary level is one of the important criteria of NEP 2020.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Introduction of short-term course on Kokborok language (an endemic tribal language), which is the local tribal language of Tripura, may be implemented as a part of appropriate integration of Indian knowledge system. Online courses may also be developed on the tribal culture of Tripura, with special emphasis on tribal folk music and tribal folk

	<p>dance. The college also plans to offer online courses in north Indian classical music, dance, instruments, percussion, Rabindra Sangeet, and folk musical forms of Bengal.</p>
5. Focus on Outcome based education (OBE):	<p>The learning outcomes of all the courses/programmes taught in the college are clearly stated on the website of the college. To focus on outcome-based education, the teachers of the institution are focused on what they want students to know, understand and be able to do. Emphasis will be given to better understand the expectations of learners, update teaching practices and evaluation methods, and motivate the students.</p>
6. Distance education/online education:	<p>Distance education may be introduced in collaboration with IGNOU, Agartala Regional Center to encourage the study of music in all strata of society. The institute also plans to offer online courses in north Indian classical music, dance, instruments, percussion, Rabindra Sangeet, folk musical forms of Bengal and local tribal folk music, and tribal folk dance of Tripura. The institute has already submitted proposal to Directorate of Higher Education, Govt. of Tripura for permission to start six short-term courses on music.</p>

## Extended Profile

### 1 Program

#### 1.1

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

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

#### 1.2

Number of programs offered year-wise for last five years

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

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
78	46	69	68	89
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
92	92	92	92	92



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

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	34	48	52	53

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

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	30	32	33	33

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

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
37	37	37	38	38

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

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 25**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
10.50	3.30	9.86	10.32	4.69

**4.3**

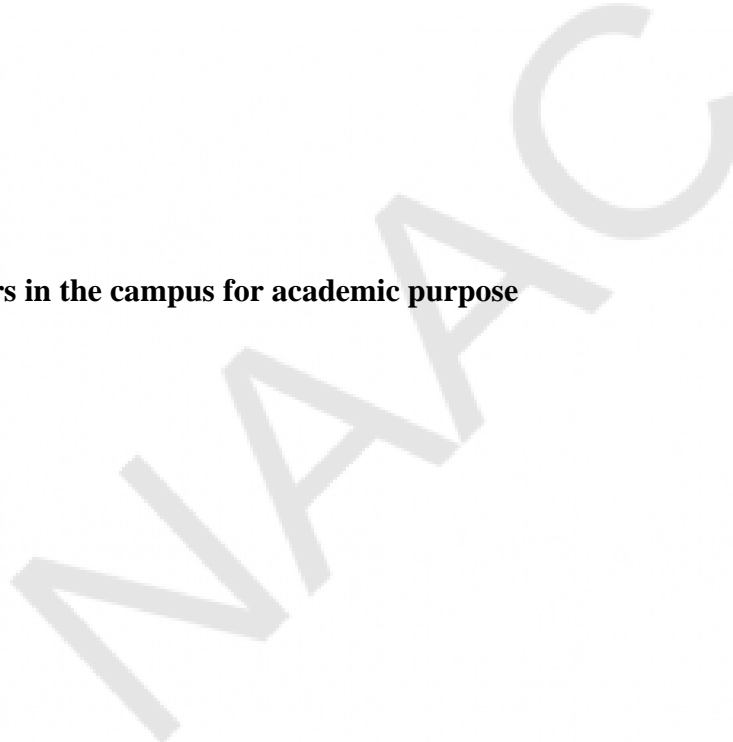
**Number of Computers**

**Response: 12**

**4.4**

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

**Response: 04**



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

At the commencement of the Academic year, the Academic Calendar is prepared by the Academic Committee. Teachers prepare the teaching plan for their respective subjects. The teaching plan is then verified by the Head of the Department. The departments strive for effective curriculum delivery through a combination of time-tested and innovative methods: beginning with an entry-point assessment of the student's aptitude and expectations relating to the course, and proceeding according to a set of teaching plans based on an academic calendar detailed enough to cover the available timeframe, yet flexible enough to permit changes. The teaching plan is flexible, so as to adopt changes if any. The evaluation of the students is carried out periodically as per the norms of the University. The institute ensures effective curriculum delivery through its talented faculty members. The teachers prepare their individual Academic and Teaching plan which is included in the Academic calendar. The institute follows the syllabus of its affiliating University, Tripura University and it is mandatory. The college teachers follow the teaching plan in the schedule of their working hours. The syllabus is divided into the number of hours in which each teacher is supposed to engage. The periodic tutorial/class test/examination is conducted in order to assess the understanding of the students. The examination results are reviewed and the weaker students are taught again and also sometimes consulted for their benefits. Teachers take the best of their efforts to ensure quality and to enhance academic growth. Teachers use ICT-enabled classrooms for a better understanding of students. Compliance with the curriculum is verified by the Head of the Department and the review is taken. The compliance of the curriculum is communicated to the Principal through the Head of the Department and at the end of term or year, the performance of the students is verified by examination and their feedback. Practical, theoretical & oral examinations are conducted to judge the understanding of the students. The University pattern of examination is now both objective as well as subjective. The examination pattern is strictly followed by the college. The transparency in the examination is followed by the college. Curriculum compliance is integral to the responsibilities of the staff which is completely achieved by the college. Action taken report is prepared by IQAC and reviewed in college meetings for further development of the college.

Sl. No	Name of the Document	Link for the Document/s
1)	Minutes of the meeting was held between the Principal and Heads of the Departments before the start of each semester.	Links have been provided in an additional sheet of SSR
2)	General Guidelines for conducting academic activities provided by affiliating University.	
3)	Institute Calendars semester-	

	wise.	
4)	Load Distribution and Time Tables- All departments.	
5)	Course Plan and Lesson Plan prepared by faculty for allotted course/s.	
6)	Faculty daily work diary.	
7)	Mid-Term Feedback forms were received from students regarding the teaching-learning process.	
8)	Assessment sheets with assignments and practical.	
9)	Unit Test Question Papers.	
10)	Academic Audit Report.	

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

#### Response:

To make it practice a committee consisting of Principal and Coordinator of Examinations prepare the Academic Calendar in lieu with HODs well in advance before the commencement of the semester. Then the academic calendar is forwarded to the IQAC.

- The academic calendar indicates the annual working period of the teachers which includes working days, teaching days, etc. The total working days, as provided by the university are around 240 days and out of them 180 days are reserved for teaching work and the remaining days are used for co-curricular and extra-curricular activities. The institute tries to follow the university guideline.
- At the beginning of the academic session, the students are apprised of academic calendar and same is uploaded on the college website and displayed on notice boards and at strategic locations.
- Only the Head of the Institution in consultation with the Coordinator of Examinations can incorporate minor changes in the academic calendar which he may deem fit considering the unforeseen circumstances.
- Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject.
- The calendar outlines the semester as well as annual system class work schedule, internal assessment schedule, and external assessment schedule, various events to be organized, holidays, etc.
- Assignments are submitted by students as per the dates given in the academic calendar.

- Display of marks is also as per the schedule given in academic calendar.
- The academic calendar gives a particular period to conduct extracurricular and social activity such as Celebration of birth and death anniversaries of national icons, a celebration of various national and international days, Tree plantation program to keep campus areas green and to make the students aware about various environment-related issues, blood donation camp, and various other social activities to be conducted by NSS at the college and adopted village.
- The following table shows the schedule and implemented dates of internal evaluation parameters.

Internal Evaluation Parameters	Internal evaluation parameter (2019-20)	Scheduled date as per Academic Calendar	Date of implementation Odd semester	Date of implementation Even semester
	Internal Assessment Test 1	19-09-2019	20-09-2019	
	Display of result of IAT - 1	01-10-2019	30-09-2019	
	Internal Assessment Test 2	04-11-2019	04-11-2019	
	Display of result of IAT - 2	25-11-2019	14-11-2019	
	Display of Assignment - 1	10-05-2019		
	Semester Examination		03-12-2019	

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

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

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

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

## 1.2 Academic Flexibility

<b>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b>	
Response: 100	
<b>1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.</b>	
Response: 8	
File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>1.2.2 Number of Add on /Certificate programs offered during the last five years</b>											
Response: 0											
<b>1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.</b>											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17							
0	0	0	0	0							
File Description	Document										
Institutional data in prescribed format	<a href="#">View Document</a>										
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>										

**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**

**Response: 0**

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

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

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

### 1.3 Curriculum Enrichment

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

**Response:**

The institute has been working for the development of the students. Various programmes are arranged related to Gender Equality, Sustainability, Human Values and Ethics. Faculty members engage the students in various activities through Expert lectures, NSS programmes to give practical experience of the theoretical knowledge

The environmental issues are dealt in detail in the classroom through a compulsory subject entitled Environmental Studies. Students happily take part in anti poly-bag campaign, Swatch Bharat etc.

Final semester students have Gender studies as foundation course. The syllabus of which is designed by Tripura University. They observe International Women's Day in the institution.

This institute is ragging free and till its inception no such incidents recorded. Thus the institute has special arrangements to work after the issues relevant to Gender Equality. It is evident from the admission data that girls share large proportion of the students.

Human rights are taught as a subject, the syllabus of which is designed by Tripura University. National Voter's Day is observed every year in this institution in a befitting manner.

Public Administration is also taught to the students. Which enables them to understand the pros and cons of professionalism in their respective fields. Students are given role play during cultural programmes to understand their management skill.

A special 10 days residential camp is conducted by the NSS unit for their students to familiarize with the prevailing problems of rural India. Students take part in seminar on HIV-AIDS sponsored by NAACO.

Final semester students are engaged in field based projects. Beside knowledge gain they understand public dealing.

All these activities make them aware of responsibilities and the professional ethics.

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

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

Response: 27

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	6	6	5

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

Response: 51.28

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

Response: 40



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

## 1.4 Feedback System

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

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

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

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

**Response:** C. Feedback collected and analysed

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 38.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
78	46	69	68	89

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

2020-21	2019-20	2018-19	2017-18	2016-17
180	180	180	180	180

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

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

**Response:** 16.96

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	09	18	11	26

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

## 2.2 Catering to Student Diversity

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

#### Response:

The institution assesses the learning levels of the students in two ways at the time of the commencement of the programme. Students enrolled in various disciplines are identified as slow and advanced learners based on their Higher secondary marks and the entry-level common admission test, consisting of theory and practical. These tools help to identify slow learners. Accordingly, besides regular classes, the institute design special coaching sessions primarily for slow learners. Faculty members help in the identification of slow learners on the basis of classroom response and class tests. The institution organizes Orientation programmes/Induction programmes for fresher's both at the college level and at the department level. The facilities in the college and the scope of the subjects being learned are introduced in these sessions. Apart from this, sessions are also included to inculcate a positive attitude and competitive spirit. Internal examinations are conducted twice every semester for both theory and a practical component and in each case; the marks are entered in student progression report which is maintained in respective departments. This process helps to keep track and identify the academic performance of a student. Beside scheduled practical classes, students are permitted to practice by using instruments of the institute.

#### Strategies adopted for slow learners:

1. Remedial Classes are conducted with an aim to improve the academic performance of the slow learners, absentees and students who participate in sports and other activities. This practice helps the struggling learners to improve subject knowledge and helps them catch up into their peers.
2. The group study system is also encouraged with the help of advanced learners.
3. Academic and personal counseling are being first addressed by the Mentor of the specific student and then by the counseling cell of the institute.
4. Bilingual explanations and discussions are imparted to the slow learners after the class hours for better understanding.
5. These students are provided with extra library books.

#### Strategies for advanced learners:

1. Special coaching classes for the first 5 class toppers of every department are conducted with an aim to secure University Ranks.
2. These students are provided with additional learning and reference material.
3. Talented students are motivated to participate in extracurricular activities, exhibitions, and cultural competitions.

**General strategies adopted:**

1. The academic achievements of the students are highly praised by the institution in the Annual day programme namely “Tourjatrik” every year.
2. Awards in different categories are conferred to the students for their outstanding academic records as well as for practical performance.
3. Initiatives thus adopted for advanced learners encourage slow learner students to prove themselves among their peer group.

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

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

**Response:** 2.6

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

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

**Response:**

**Response:**

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

In addition to the traditional teaching-learning process, the institute is highly interested in providing innovative methods for enriching the learning experience. The methodologies include life study of eminent musicians, vocalists, dancers, special lectures, stage performance, project-based-methods, experimental methods. The facilities arranged by the institute are listed below.

**Lecture method:**

This conventional method is commonly adopted by all faculty members. This method facilitates the teacher to interpret, explain and revise the content of a text-only for better understanding of the subject by the

learners. At the end of instruction of each unit, the students are given with specific practical assignments that enrich their learning.

### **Information and Communication Technology (ICT) Enabled Teaching:**

ICT enabled teaching methods have been made available in the institute. The Teaching-Learning Process is supported with Regular Practical sessions, E-corner of the library to increase Accessibility of non-print materials for students, Conducting Online teaching, Online tests, Use of LCD projectors and PA systems for special lectures and demonstration, Productive use of related videos, films, Compulsory English classes to enhance proficiency in listening, speaking, reading and writing, Classroom lectures and demonstrations of faculty members in YouTube channel.

### **On site Performance Analysis and Discussion:**

Field-based, participatory thought-provoking and discussion-based way of learning where students gain skills in critical thinking and analyzing and transforming the ideas on stage performance. It helps students to eradicate stage fear and gives confidence to face public.

### **Life study:**

Living legends are visited and interacted for this type of study to understand the minute details of different gharanas and also to understand their emotion. It also develops the idea of the style of a living legend. Interaction with eminent artists enhances an artist's powers of observation and memory, essential skills for anyone working in the performing arts.

### **Experiential Learning:**

The faculty members foster the learning environment by engaging in rich experiential content of teaching through experimentation, demonstration, visual aids, periodical studio visit, Annual day programme, participation in National and International level programmes and festivals organized by the institution as well as by other line departments. Participation of every student is mandatory in all programmes offered at the institute.

### **Learning through Extra-Curricular Activities:**

The students of this participate in extension activities like Tree Plantation, Blood Donation, Swatch Bharat Abhiyan, Cleanliness Drive in slums, organizing cultural competition among different stack holders of the society, off-site projects, etc. These activities help students to develop self-confidence and also help to understand the cause of their life.

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

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

#### Response:

Teachers use ICT for effective teaching with Learning Management System (LMS), E-learning resources etc.

#### Learning Management System (LMS) and E-Learning Resources

- Information & Communication Technology (ICT) enabled teaching methodologies and advanced technologies are being followed by the faculty members in classrooms.
- The academic plan with budget, syllabus, Laboratory manuals and question banks are made available at the very beginning of the semester. These materials are available on the institute website.
- Multimedia teaching aids like, LCD projector, audiovisual aids are used by the faculty members.
- The library has a dedicated E-corner to support students.
- Online theory and practical tests are conducted as and when is required to tackle COVID-19 situation.
- A number of books, e-journals, and e-books are available in the library and on the institute website.
- Infilibnet subscription is done.
- All departments conduct workshops and guest lectures on the new developments in the core subjects for effective teaching and learning by the faculty members and students in each semester.
- Zoom or Google meet platform is used to conduct online classes as and when it is required.

#### Lecture Capture Method (LCM)

- Videos of lectures, performances and demonstrations are captured with a video camera and subsequently are uploaded in the institute's YouTube channel. This practice gives students opportunity to overcome their difficulties.
- The YouTube channel link is available on the institute website.

#### Academic Management System:

- The Institution has developed an integrated Academic Management System and comprehensive tool for faculty, students, and administrators to overcome the challenges in the process of college admissions and post-admission.
- The entire college admission process is online.
- The registration process of students in affiliating University is also online.
- Internal marks entry is also following online system.

Notification related to the academic activity is made available on the institute website and also circulated through different social media groups.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	<a href="#">View Document</a>

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

**Response:** 4.33

#### 2.3.3.1 Number of mentors

Response: 18

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

## 2.4 Teacher Profile and Quality

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

**Response:** 84.47

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

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

**Response:** 2.46

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

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

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

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

**Response:** 10.17

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

Response: 305

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

## 2.5 Evaluation Process and Reforms

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

**Response:**

#### Mechanism of Internal Assessment

An Examination Committee is constituted every year to coordinate the internal and external examination activities. Necessary communications related to the examination is done by this committee.

Schedule of Class assessment Test & Sessional Examination and assignment is given in The academic calendar which is displayed well in advance before commencement of the session.

For an effective understanding of the evaluation process, the faculty members give class-wise/course-wise instructions about unique features of internal/external evaluation of that course.

Changes in schedules, patterns, methods, if any, are immediately notified to the students through notice boards, websites, and respective social media groups of students. Communication through social media groups is done by departmental HOD.

Question bank both for Internal Assessment and University examination is made available on the institute



website for ready reference of the students as well as the faculty members.

The evaluation method consists of internal examinations held progressively during the semester and is designed to check and report the periodic performance of the student to the affiliating university.

All the records of internal examination, attendance sheet, results are maintained in respective departments.

Besides these, respective departments prepare student progression register to trace the development of individual students. Paper-wise, internal and external examination marks obtained by the students are recorded in it. This record gives a clear idea about the academic development of a student. It also helps to identify comparatively weaker students.

Evaluation methods and examination schedules are made available on the institution's website.

75% attendance is mandatory to appear in Internal as well as external examinations.

There is complete transparency in the internal assessment for each assessment method, as described below:

Model Answers and marking scheme is prepared by every subject teacher before valuation.

#### **Internal Assessment Test:**

After evaluation, marks are displayed on dates mentioned in the academic calendar by faculty members. Assessment copies are made available to the students if some questions have specific remarks of the evaluator for awarding fewer marks.

#### **Practical Examination:**

Evaluation is done with transparency based on different parameters like Teachers Assessment, Performance in terms of dance, songs, table, composition, etc. Viva voce is also conducted.

- Each semester 2 practical assignments.

**Internal Assessment:** 2 internal assessments per semester consisting of different units of practical syllabus.

Marks	Distribution of Theory Subjects		Sl. no.	Evaluation parameters		
				Internal examination - 1		
				Assignment - 1		
				Internal examination - 2		
				Assignment - 2		
				Teacher Assessment		
				Total		

Marks	Distribution of Practical Subjects	Sl. no.	Evaluation parameter			
			Internal examination - 1			
			Assignment - 1			
			Internal examination - 2			
			Assignment - 2			
			Viva voce			
			Total			

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

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

#### Response:

The Institute has evolved a well organized, transparent mechanism for redressal of grievances related to internal and external evaluation as follows:

#### Redressal of grievances at College Level:

At the college level, an Examination committee, consisting of a senior faculty as a convener and other faculty members, is constituted to handle the issues regarding the evaluation process.

- The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and semester-end examinations.
- At the beginning of the semester, faculty members inform the students about various components in the assessment process during the semester.
- If a student is not able to appear for examination due to medical or any genuine reason, then the examination is conducted for that student as per norms, provided that he/she submits application with proper documents.
- If any student scores fewer marks and wants to improve in that subject, he/she can appear for the improvement examination.
- The student can approach the Teachers, College Examination coordinator and Principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance.
- The grievances of the students with reference to assessment are made clear by showing his/her

performance in the answer sheet.

- The answer sheet of such a student is assessed by the faculty once again in the presence of the student. Any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members.
- Any student who is not satisfied with the assessment and award of marks may approach the concerned HOD, who can intervene and seek the opinion of another course Teacher.
- The institute follows an open evaluation system where the student performance is displayed on the notice board and website as well.
- For practicals, the marks scored by the students for each assignment is indicated in the observation/record. The independent learning, practical approach to the real-time applications are tested by viva voce for laboratory courses.
- For the quality of the projects, the evaluation is done by the Project Review Committee consisting of all faculty members including the project guides.
- The Semester end examinations, practical in particular, are conducted with internal and external examiner appointed by the affiliating University.

#### Redressal of grievances at University Level:

- The queries related to results, corrections in mark sheets, other certificates issued by University are handled at the University examination branch after forwarding such queries through the college examination section.
- Students are allowed to apply for revaluation, recounting, and challenged evaluation by paying the necessary processing fee to the university.

In such case, the Principal of the institution is the forwarding authority.

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

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

- The institute aims at providing quality education in Music. Sustained by its educational values, different departments contributes significantly to the high academic and cultural achievements of the institute.
- The institute is well composed of Undergraduate Degree and Undergraduate Diploma courses.
- The institute has contributed, in large part, to the recommendations of the UGC on Evaluation

Reforms in Higher Educational Institutions in India. The recommendations provided necessary mechanisms to implement outcome-based education in Educational institutions in India. ([https://www.ugc.ac.in/pdfnews/4258605\\_Reportof-the-Committee-on-Evaluation-Reforms.pdf](https://www.ugc.ac.in/pdfnews/4258605_Reportof-the-Committee-on-Evaluation-Reforms.pdf)).

- Program objectives, Programme outcomes, and Course outcomes for all programmes offered by the Institute are clearly stated, **displayed on the institute website**, and communicated to teachers and students.
- Programme Objectives, Programme Outcomes, and Course Outcomes are kept in prominent locations of the campus for staff, students, and public view.
- During the class committee meeting and faculty meeting, Programme Outcomes and Programme Specific Outcomes are reviewed among the students and staff members.
- The vision and mission of the Institute and department are informed to the parents during Parents-Teachers Meeting.
- Course Outcomes are framed at the Institute level first and then discussed in the Board of Undergraduate Studies of the affiliating University where subject experts define course outcomes and programme specific outcomes.
- Course Outcomes are communicated to the students during the introduction class itself. Course Outcomes along with a detailed syllabus are printed and issued to the students during the new admission.

Vision and Mission Statement is available on the institute home page.

Programme Outcomes (website links have been provided as additional information)

1. Department of Vocal and Instrument
2. Department of Rabindra Sangeet
3. Department of Tabla
4. Department of Bharatanatyam
5. Department of Kathak Dance
6. Department of Manipuri Dance

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

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

#### Response:

The assessment tools and process used for measuring the attainment of each of the Program Outcomes (POs) and Programme Specific Outcomes (PSOs) are as mentioned below:

#### Method of assessment of POs/PSOs

The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.

#### A) Formative assessment:

- Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes.
  - The knowledge and skills described by the course outcomes are mapped to specific problems on University examination and Internal exams. Average attainment in direct method is as follows:
  - University Examination (80%) + Internal Assessment [both theory and practical] (20%).
  - Indirect assessment strategies are implemented by embedding them in Mid-Semester students satisfaction survey and feedback from to identify lacuna in policy and to determine future strategy farming and also to understand the impact of classes they have just completed and to assess the capability of faculty members involved. IQAC analyzes data.
  - Finally, program outcomes are assessed with above-mentioned data which are intern analyzed by IQAC and concludes the PO attainment level.
  - At the end of each semester, based on the result published by the affiliating University conducted examinations, course outcomes are measured.
  - Assignments and projects are provided to final semester students in such a way that students will search for good reference book and to visit places to find out the answers and understand the expected objective of the given problem. Timely submission of practical projects are must. Seminar presentation is followed by personal interviews etc. are the methods used to attain the measurements of PSOs and COSs.
  - Two internal examinations are conducted per semester to ensure that students have achieved the desired level of competencies at module level. To evaluate, whether corresponding COs are achieved or not, student's progression report is maintained in each department separately to trace the level of attainment in terms of marks secured by a student in internal as well as external examination.
  - Survey through the alumni is conducted for finding out whether the knowledge, skill and attitude learned from this institution is adequately satisfying their expectation or not. It also gives information regarding employability of the course.
  - Field visits or excursions are often organized which serve a dual purpose. The application of the theoretical knowledge is tested, and the first-hand experience is also given to them. They are encouraged to define different objectives for the project
- B) Summative assessment:**
- Annual or end semester examination are conducted by the affiliating university. Written as well as practical tests are conducted. Practical tests are conducted in presence of an external examiner appointed by the university. The student's performance is measured by viva voce.
  - Various innovative and creative methods are used to measure the attainment of Pos, PSOs and Cos by the institution. The overall result of the students are analyzed and communicated to them. Areas of weakness for the students are identified through students' progression report which is the mirror or attainments.

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

**2.6.3 Average pass percentage of Students during last five years****Response:** 89.82**2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
34	48	52	53	64

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	56	55	61	66

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

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.91

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 4.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3.62	0	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0

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

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

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

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

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

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

**Response:** 19

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	7	4	1

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

## 3.2 Research Publications and Awards

### 3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

**Response:** 0.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	3	3	0



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

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

**Response:** 0.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	5

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

## 3.3 Extension Activities

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

**Response:**

Sachin Debbarman Memorial Govt. Music College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. The institute has very strong and dedicated NSS volunteers and faculty members inclined to different selfless act.

- The institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. Every year, programme are organized under which students and staff participate voluntarily in community based activities with neighborhood. Series of such programmes are conducted each year.
- Various awareness programmes, workshops, rallies and road shows with themes like cleanliness, green environment and tree plantation, gender sensitization, Intellectual Property Rights are conducted.
- To promote good health in the society, health check-up camps are organized for the local people.

- To promote mental development among mentally retarded children, workshops are organized.
- Children home as well as Old age homes are visited every year to give inhabitants a warm feeling of life.
- Awareness seminars on Police-Public relationship are organized.
- Different awareness campaigns on social issues like Swatch Bharat Abhiyan, HIV/AIDS, etc. are conducted in Adopted village as well as in different locations of the city by organizing Musical programmes, street drama etc.
- Mega blood donation camps are organized with the help of different Government and Private organizations.

### Impact and Sensitization

Exposure to extension and outreach activities has many fold benefit. These activities sensitize the students towards social issues and also to legal and social remedies. The activities conducted lead to imbibing the values of social responsibility, such as:

- Mindset to service to the mankind.
- To help people in need and distress.
- To understand and share the need of underprivileged children
- To promote cleanliness in all span of life and common places
- To acquire social values and a deep interest in environmental related issues.

### Learning outcomes of the activity

At the end of each activity or programme the participants will be able to understand

- To enlarge the knowledge of social issues and problems and to search solution by getting involved with their lives
- To build up relation and tie up with organizations/ NGOs to carry forward humanitarian work in the future.
- To develop a passion and brotherhood towards community, affected people/animals and destitute.
- To develop skill and aptitude for problem-solving.
- To develop skills like autonomy, social skills, communication skills, management skills, leadership skills, analytic skills, perceptual skills etc.

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

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

**Response: 0****3.3.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

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

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

**3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response: 17****3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
05	02	09	01	0

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

**3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years****Response: 151.19****3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
103	169	177	0	0

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

### 3.4 Collaboration

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

**Response: 5**

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of linkage related Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 1**

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

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

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
e-Copies of the MoUs with institution./ industry/ corporate houses	<a href="#">View Document</a>

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

In order to implement the plans and achieve the desired goal, the Institute has created a supportive infrastructure. All five departments of the institute are being supported with various infrastructural scaffolds. The institute has OFC connection for a steady internet facility The institute is maintaining a conducive environment for the students to achieve their dreams.

The infrastructure facilities and learning resources are categorized as under:

1. Learning Resources include resources and infrastructure required for the library, classroom for demonstration, classroom for lecture, smart classroom, events, meetings, and workshops.
2. Support facilities include furniture and fixers, seminar hall, auditorium, IQAC room, small sports ground, cafeteria, studio, ICT facility, and other consumables.
3. Utilities include safe drinking water, restrooms, and a power backup system for the administrative office.

Infrastructural enhancements are also done through UGC grants only. Very little is contributed by The State Government. At the beginning of the academic year, future requirements are identified and instituted, and in consultation with the IQAC and College Development committee try to address these issues on a priority basis.

With the available infrastructure, classes are scheduled for optimal utilization of the available physical infrastructure. Overlapping of classes is strictly avoided. The institute continuously strives to create and enhance infrastructure both in terms of buildings and other facilities to provide a good teaching-learning environment.

**Table 4.1.1 (a) Building Area**

Sl. no.	Building status	Available (
1.	Total built-up area	
2.	Total instructional area (carpet area)	
3.	Administrative area (carpet area)	

**1. Online feedback/grievance/ suggestion system: SDMGMC has developed online tools to address these issues. Data thus collected is subject to analysis by IQAC and appropriate measures are taken in this regard.**

**2. Classroom:** The institution has well-aerated classrooms with proper sitting capacity. Whiteboards are available in classrooms.

**3. Smart classrooms:** The institution has one smart classroom in the enhancement of the teaching-

learning process.

4. **Lecture cum demonstration room:** The institute has rooms for lecture cum demonstration.
5. **Placement Cell:** The institute has a dedicated entrepreneurship development cell. The cell keeps a record of all pass-out students about their engagement. It also transmits information about any private and government job opening.
6. **E-corner:** E-corner is available in the library of the institute for students. Students can utilize these computers for material searching by using the internet. A student who does not poses a personal computer or laptop can use this facility to prepare their projects.
7. **Inspire:** The institute is trying to develop a stall named “Inspire” to retail small musical materials at a subsidized rate. Only students of SDMGMC can avail this facility. A faculty member has been entrusted with the responsibility of this retail counter.
8. **Safety and Surveillance:** The institute undertakes 24x7 security surveillance protocols and monitors through CCTV cameras. Besides this, security personals are deployed to ensure total security of the campus. Fire fighting systems have been installed.
9. **Soft infrastructure Admission and Examination System:** Due to the present COVID-19 pandemic situation, SDMGMC has developed an online admission system and internal examination system.

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

##### Response:

Sachin Debbarman Memorial Govt. Music College has facilities for sports and games and cultural activities.

##### Sports activities:

- Even though there is no specific playground for the college as it is situated on top of a small hill, the students use a small patch of open space inside the campus for badminton, Volleyball, etc. The institution has space to facilitate indoor games like caroms, chess, etc.
- The institute teams are formed to take part in state-level and University level competitions.
- To promote green initiatives, periodically students and faculty members of this institution take part in bicycling activities and events.
- The institute is committed to green initiatives and has done an MoU with “Agartala Cycloholics” a cycling community to promote sustainability initiatives.
- Separate uniforms are provided free of cost to the students participating in State level and University level sports events.
- The institute also promotes personal initiatives in sports like Yoga etc. Students have proven results in these fields.

##### NSS activities:

- The institute has a common wing of NSS volunteers consisting of 41 girls and 59 boys.
- The student gets exposure to show their courage, leadership, interpersonal skills, and other talents through these programs to enhance their overall personality.

- NSS activity of this institution has boosted the self-confidence of a Blind girl student of this institute in such a way that she has become a good performer on stage.
- The total budget is sanctioned by the Tripura State NSS Cell, Department of Youth Affairs and Sports, Govt. of Tripura.

#### Cultural activities:

- The students are very strong in doing cultural activities. They are multi-talented in nature. Besides their specialization in the field of music, they participate in Inter College Seminar and Drama Competition.
- To commemorate Foundation Day of the Institute as well as on any other important days, the students benevolently participate in different cultural programmes.
- Every year 3 days long Pulin Debbarma Memorial All Tripura Classical Music Conference is organized and the institute takes a bridal look and several cultural activities are staged in the College Auditorium.
- Every year during the Annual Day programme, based on academic performance, one student is awarded Rs. 4,700/- and conferred with a certificate and Uttorio.

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

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

Response: 0

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

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

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

Response: 32.19

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.55	1.11	1.62	2.70	3.28



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

## 4.2 Library as a Learning Resource

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

#### Response:

"Bad libraries build collections, good libraries build service, great libraries build communities"

-- Prof R. David Lankes

Sachin Deb Barman Memorial Government Music institute has a dedicated library. It caters to the need for information about the entire department and the related subjects. The library is presently housed on the 1<sup>st</sup> floor consisting of one Reference Cum Reading room and one Main Library room having 108.38sq. area. The library has more than 17,000 books to support the academic requirements of the Institute.

The library is striving hard to meet the pressing demands of the users by rendering various services both through manual and IT-based systems with the combined efforts of library staff members. We are progressing steadily towards total automation of the library.

Over the years, this library has developed a lot and may claim to be one of the richest higher education libraries in the field of performing arts and culture in the state. It is serving as a crucial resource and learning center of the institution to meet the information needs of its clientele for the growth and overall development of the Institution. The collection and dissemination of data and information and the creation and sharing of knowledge is the axiom of this library

This library suffered a lot due to the continuous change of the permanent campus of Sachin Deb Barman Memorial Government Music College. Until the institution procured its permanent building, it was very tough to maintain the library and its operation. The library has started developing its modern furniture and fixers. The library facilities are heavily used by the students, research scholars from affiliating universities, faculty members, and visiting faculty members of this institution. The library has a provision of the use of the library by outsiders and visitors who intend to consult the library.

The library has E-corner to support students accessing the internet. As the institution has an INFILIBNET subscription, students can find e-resources through this E-corner. Being the Library of a Government Institution, the library collections of this institution are national property and as such are subject to special protection. These rules are designed to ensure that all members may obtain the maximum benefits from library facilities. All members should exercise self-discipline, respect, and consideration for others when

using the library.

Besides INFILIBNET, the institute has taken a subscription to e-Granthalaya. e-Granthalaya is a **Digital Platform developed by the National Informatics Centre**, Ministry of Electronics and Information Technology, Government of India for Automation and Networking of Government & Semi-government Libraries. SDMGMC started uploading books and other relevant information on this platform.

ILMS Name - e-Granthalaya (A Digital Agenda for Automation and Networking of Government Libraries from NIC)

Nature of Automation - Partially

Version - 4.0

Year of Automation - 2021

Some useful links are provided in SDMGMC, Library page.

- *National Library*
- *Raja Ram Mohan Roy Library Foundation*
- *Digital India*
- *Birchandra State Central Library*
- *my GOV*
- *Open-Source Learning Portals*
- *List Of Open Access Learning Objects For Children And Youn*

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

#### 4.2.2 The institution has subscription for the following e-resources

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

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

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

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

**Response:** 0.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.05	0.98	0.19	0.63	0.53

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

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

**Response:** 8.33

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

**Response:** 9

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

### 4.3 IT Infrastructure

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

**Response:**

The plans for infrastructural development are given priority as the institution realizes the correlation between adequate infrastructure and effective teaching-learning. The strategies adopted for ensuring adequate infrastructure are as follows.

- At the beginning of the academic year, need assessment for replacement/up-gradation/ addition of the existing infrastructure is carried out based on the suggestions from Heads of the department.
- Optional deployment of infrastructure is ensured through training/awareness programmes for faculty and office staff and students on the use of new technology
- Effective utilization of infrastructure is ensured through the required number of training programmes.
- Renewal of AMC is done every year for the institute website.
- The institute had an NMEICT connection and LAN connection.
- Now the institute has OFC high-speed internet connection. internet connectivity has been extended to the library.

IT facility available at SDMGMC	Financial year	Student strength	Specification	IT
	<b>2020-21</b>	157	<b>Specification</b>	
			Desktop computers	
			Printers	
			Printer cum scanner	
			Projector	
			UPS	
			Laptop	
			Scanner	
	<b>2019-20</b>	67	Desktop computers	
			Printers	
			Printer cum scanner	
			Projector	
			UPS	
			Laptop	
			Scanner	
	<b>2018-19</b>	91	Desktop computers	
			Printers	
			Printer cum scanner	
			Projector	
			UPS	
			Laptop	
			Scanner	
	<b>2017-18</b>	95	Desktop computers	
			Printers	
			Printer cum scanner	

		Projector	
		UPS	
		Laptop	
		Scanner	
<b>2016-17</b>	116	Desktop computer	
		Printers	
		Projector	
		UPS	
		Laptop	
		Scanner	
		Printer cum scanner	

<b>Student strength and Internet speed</b>	Sr. no.	Financila year	Student strength	Inter
	1.	2016-17	116	
	2.	2017-18	116	
	3.	2018-19	95	
	4.	2019-20	91	
	5.	2020-21	157	

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

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

**Response:** 19.5

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

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

**Response:** D. 05 MBPS – 10 MBPS

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

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 54.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
4.9	0	10.19	2.87	4.46

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

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

**Response:**

Procedures and policies for maintaining and utilizing physical, academic, and support facilities.

Sachin Debbarman Memorial Govt. Music College ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose and using the grants received by the institute as per the requirements in the interest of students.

**Practical classes:** The institution has good and spacious classrooms with required facilities. Record of maintenance account is maintained by Instructors and supervised by HODs of the concerned departments. To avoid any difficulties, the matter if not settled by the concerned HOD, is then brought to the Principal of the institution to avoid any delay which may hamper the smooth function of the practical works.

**Maintenance of practical classrooms is as follows:**

The calibration, repairing, and maintenance of sophisticated musical instruments are done by instructors and related owner enterprises.

**Library:**

SDMGMC has Library Management Committee as mentioned below:

Library Management Committee of SDMGMC	Sl. no.	Men in Position
	1.	Principal in Charge
	2.	Assistant Librarian
	3.	HOD, Department of Tab
	4.	HOD, Department of Dan
	5.	HOD, Department of Vocal Instrumental Music
	6.	HOD, Department of Rabin Sangeet

- The requirement and list of books are taken from the concerned departments and HOD's are involved in the process. Faculty members are asked to provide a list of required books. The finalized list of required books is duly approved and signed by the Principal for the future course of action.
- Library Orientation Programme is mandatory for all newcomers. The schedule of such programme is duly notified by the authority after the commencement of the new academic year.
- A suggestion box has been installed in the reading room to take users' feedback. The feedback if any is analyzed by IQAC of the institute.
- To ensure the return of books, 'no dues' from the library is mandatory for students before appearing in the exam.
- Faculty members are to return all books before they go for a vacation or depute to another department or institution.
- Issues such as work off old titles, schedule of issue/return of books, etc. are chalked out/resolved by the library committee.
- Library the database is maintained on the computer.
- E-corners have been established in the library for students to facilitate academic search.

**Sports:**

SDMGMC has a Sports Development Committee as mentioned below:

Sports Development Committee of SDMGMC	Sl. no.	Men in Position
	1.	Principal in Charge

2.	Sri Mrinal Kanti Das, Accompanist, Dept. of Tabl
3.	Sri Arunabha Sharma, Accompanist, Dept. of Vocal Instrumental Music
4.	Sri Pritam Debbarma, Accompanist, Dept. of Tabl
5.	Smt. Jina Debbarma, Accompanist, Dept. of Vocal a Instrumental Music
6.	Smt. Chhanda Nandi, Instruct Dept. of Rabindra Sangeet
7.	Sri Sayan Ray, Dept. of Tabl
8.	Sri Saikat Debnath
9.	Sri Shantanu Debnath, Dept. Dance
10.	Smt. Sangita Sen, Dept. of Rabindra Sangeet

- Maintenance of sports equipment is primarily taken care of by the convener of the committee.
- Participation in different sports events is subject to approval by the committee.
- To promote green initiatives, periodically students and faculty members of this institution takes part in bicycling activities and events.
- The institute is committed to green initiatives and has done an MoU with “Agartala Cycloholics” a cycling community to promote sustainability initiatives.

#### Computers:

- A smart class is supporting and enriching the students of SDMGMC.
- Two sets of computers are available for the students in the central library.
- Each department and other establishment are having computer.
- Internet and WIFI enabled the building
- A few open access journals facilities are available
- Internet cost is primarily born by the Government of Tripura. In case of any exigency, the cost is borne by the Teachers Council of the Institution.

#### Classroom:

- The College Development Committee takes care of the maintenance of existing infrastructure for all theory and practical classrooms. The committee is as under.



The College Development Committee of SDMGMC	Sl. no.	Men in Position
	1.	Principal in Charge
	2.	Smt. Chhanda Nandi, In Dept. of Rabindra Sa
	3.	HOD, Department of
	4.	HOD, Department of
	5.	HOD, Department of V Instrumental Mus
	6.	HOD, Department of R Sangeet
	7.	Smt. Sutapa Choudh Accompanist, Dept. of R Sangeet
	8.	Smt. Suchismita Sengup of Rabindra Sange
	9.	Smt. Aspita Bhowr
	10.	Sri Sayan Ray, Dept. o
	11.	Smt. jayanti Das, Dept. & Instrumental mu

- New procurement is subject to the submission of the requirement by the respective HOD and then approval of the Principal in Charge of the Institute.
- Administrative Officers and office staffs address academic requirements of students'

#### Additionally:

- Every year during vacations, the Central store verification and library verification are done through different committees constituted by the Principal in Charge of the Institution.
- Department-wise annual stock verification is done by the concerned Head of the Department.
- Need-based maintenance of Computer Laboratory equipment and maintenance of UPS, Batteries are done through outsourcing.
- Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping, and maintenance of lawns is done by outsourcing.
- Periodically these things are done by NSS volunteers of the institution.
- However, a small patch of traditional medicinal plants and spice garden is maintained by the Beautification Committee of the institution.
- Updating of software is done by departmental faculties.
- Outsourcing is done for the maintenance of wooden, furniture, electrification, and plumbing.
- Regular maintenance of water cooler and water purifier is done through office persons to ensure safe drinking water.
- E-waste handling is done with the process laid down by State Pollution Control Board, Tripura.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 43.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	20	31	41	9

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

Response: 11.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	6	4	14	7

#### File Description

#### Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

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

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

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

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

**Response:** 33.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	22	25	23	29

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

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

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

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

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>

## 5.2 Student Progression

<b>5.2.1 Average percentage of placement of outgoing students during the last five years</b>				
<b>Response: 9.38</b>				
<b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b>				
2020-21	2019-20	2018-19	2017-18	2016-17
7	4	3	2	4
File Description	Document			
Upload any additional information	<a href="#">View Document</a>			
Self attested list of students placed	<a href="#">View Document</a>			
Institutional data in prescribed format	<a href="#">View Document</a>			

<b>5.2.2 Average percentage of students progressing to higher education during the last five years</b>				
<b>Response: 285</b>				
<b>5.2.2.1 Number of outgoing student progressing to higher education.</b>				
Response: 114				
File Description	Document			
Upload supporting data for student/alumni	<a href="#">View Document</a>			
Institutional data in prescribed format	<a href="#">View Document</a>			
Any additional information	<a href="#">View Document</a>			

<b>5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b>				
<b>Response: 1.67</b>				

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

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	42	28	21	22

**File Description**

**Document**

Upload supporting data for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

### 5.3 Student Participation and Activities

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

**Response:** 3

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

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

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

#### **Response:**

Students have active representation in academic and administrative bodies and committees of the institute.

#### **Objectives of having students representatives in various committees are to promote**

- • Discipline and decorum in the institution
- • Mutual contact, democratic outlook, and spirit of oneness among students of the Institute.
- • Social harmony among all students and to work towards their cultural and academic development.
- • Close and cordial relations between students and teachers of the institution.
- • Leadership quality among students and a consciousness of the institution to equip them for becoming responsible citizens.
- • Self-reliance, service to the people, and duty towards the development of the nation.
- • To meet, discuss and make the vertical transmission of representation.

#### **Activities**

According to the Statutes of the institution, the students' representatives may assist the Institution in organizing the following activities related to students.

- Debate, discussions, lectures, study circle, essay competition
- Cultural performance and contests
- Annual cultural week
- Indoor and outdoor games
- Publication of magazine, wall newspapers
- Educational trips and tours through NSS
- Social service and social relief activities
- Fundraising for the Indian Army or any relief operation.

#### **Class committees**

All programs have class representatives (CRs) for each semester and for each course. These students are representing meritorious as well as weak students. Faculties of the department in consultation with respective HOD prepares the list of class representatives. CRs provide feedback on all aspects of the HOD.

#### **Cultural and Sports Committees**

Students have strong representations in all cultural, exhibition, and sports and games committees. They provide tremendous service in the organization and management of events.

### Organization of Special Events

Students organize, and celebrate National Teachers' Day on 5th Sept, every year by honoring faculty members and presenting the cultural programme. They celebrate Foundation Day of the institution on 9th September every year and also celebrate other National days including Independence Day, Republic Day, Gandhi Jayanti, World Environment Day, etc.

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

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

**Response:** 10.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	7	23	12	7

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

## 5.4 Alumni Engagement

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

**Response:**

The Sachin Debbarman Memorial Government Govt. Music College of Tripura has a registered alumni association namely, Sachin Debbarma Memorial Govt. Music College Alumni Committee (Reg. no. 8311

of 2020). This alumni association contributes significantly to the development of the institution through financial and/ or other support services in the following ways

1. By providing voluntary services of the teachers, students, ex-students of and also eminent artists of Tripura with a view to generation of internal resource cum revenue to run the promotional activities of music and dance.
2. To create an opportunity for the artists of the State to perform in different programmes and also to develop the source of income for upcoming young artists.
3. To generate internal resources for professional and skill development of the teachers, students of and also for the development of the College/academic departments by undertaking the works as noted above, by outsourcing, by arranging the seminars, workshops within and outside the State.
4. To interact with the Directorate of Higher Education and other concerned Department / Institutions / Sponsoring agencies in connection with undertaking consultancy/project/ commission performance by the staff and students / ex-students of.

Besides these Alumni conduct a periodical cleanliness drive in the institution. They take proper care of the Institute auditorium so that cultural events can be organized without any issue.

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

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

**Response:** E. <1 Lakhs



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

“Music fills the infinite between two souls”

Rabindranath

Tagore

Sachin Deb Barman Memorial Govt. Music College (SDMGMC) is the one and only institution in Tripura for Classical vocal and Instrumental music, Kathak Dance, Bharatnatyam, Rabindra sangeet, Manipuri dance & Kuchipudi dance programs. The curricula nurture the creative spirit and pursue opportunities to improve the environment in which we live.

SDMGMC has a strong commitment to continuing education and equal access.

#### 1. Vision and Mission Statement

##### Vision Statement

- To ensure the musical expression, which has traditionally held a place in the vanguard of human innovation.
- To hold the responsibility to see that music advances the examination and development of humanizing concepts and to inspire and enable people to lead creative and intellectually flexible lives.
- To Establish a foundation of comprehensive artistic visualization, to be at the forefront of developments in coclassical music, contemporary music.

##### Mission Statement

#### The Sachin Debbarman Memorial Govt. Music College

1. Educate a diverse student population to become creative thinkers who, through their creative professional work, contribute to making a better society.
2. Champion the value of the performing arts in the cultural and intellectual life of the Institution and contemporary society.
3. Train the eye, hand, voice and mind in traditional forms and new media.
4. Nurture creative expression and instil an appreciation of the central importance of the arts to dynamic, innovative lives.
5. To continue to enhance its extension activities and outreach programmes.
6. To partner with other Government departments and agencies to provide job opportunities for the

students.

### **Nature of Governance:**

The institution follows a democratic and participatory mode of governance. Being a Government Institute the delegation of power is conferred upon the Principal of the Institution who, in turn, share it with the different level of functionaries i.e. the Head of Departments, the Conveners of various committees.

### **Perspective / Strategic Plan**

**The institution has a Perspective / Strategic Plan in place to help it develop in a systematic, well-thought-out, and phased manner.**

1. Application for grants from Directorate of Higher Education, Government of Tripura.
2. Extension through vertical expansion and partitioning to accommodate more classrooms, workshop studios etc.
3. Improvement of Teaching-Learning Experience through greater use of ICT and other innovative means.
4. Introduction of new short-term value added courses at the undergraduate level.
5. Application for more substantive posts from the State Government.
6. Establishment of hostel facility for students.
7. Application for Post-Graduate Course.
8. Achievement of national and international recognition in the form of accreditation, grants and awards.
9. Partnering with National and International Institutions
10. Mobilization of funds and projects through the institute nurtured Alumni.

### **Participation of Teachers in Decision-Making Bodies**

- Heads of Departments enjoy considerable administrative and academic autonomy.
- Faculty members influence the institutional policy through the Teachers' Council.

### **Some of these committees are**

1. Academic committee
  2. Examination committee
  3. Finance committee
  4. Library management committee
  5. Development & Internal Beautification committee
  6. Research and Development Committee
  7. Internal Complaint committee
- Teachers, through committees determine admission criteria, mark cut-offs, examination modalities, journal themes, library practices, various teaching-learning innovations, and other academic priorities.

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

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

#### Response:

#### Decentralization

The institute has a mechanism for delegating authority and providing operational autonomy to various functionaries to work towards a decentralized governance system.

#### 1. Principal Level

The Directorate of Higher Education delegates all the academic and operational decisions based on a policy of the Academic Committee headed by the Principal in order to fulfill the visions and mission of the institute.

#### 2. Faculty Level

Faculty members are given representation in various committees/cells and are entrusted with the responsibility of organizing secretary of seminars/ workshops/ conferences etc.

#### 3. Student Level:

Students are empowered to play an active role as class representatives of co-curricular and extra-curricular activities, social service, etc.

#### Participative Management

SDMGMC promotes a culture of participative management by involving the staff and students. All decisions of the institution are governed by the management of facts, information, and objectives.

#### Strategic Level

- SDMGMC is abided by the regulations of the State Government. The principal, conveners of different committees, staff members are involved in defining the policies and procedures, guidelines pertaining to admission, discipline, grievance, counseling, and library services, etc.

#### Functional Level

During a faculty meeting, at the functional level, the faculty members participate in sharing the knowledge by discussing the latest trends in Classical music, Dance, Instrumental music, etc. staff members prepare the annual budget of the institution.

**Operational Level**

- The principal of the institution is the chairman of all statutory committees. Suggestions put forward by the convener of different committees are disseminated to the Directorate of Higher Education by him.

Levels of Participative Management	Teaching staff	Non-Teaching staff	Students	External representation
	a) Internal Quality Assurance Cell	a) UGC Internal Management Committee	a) Cultural Committee	a) Grievance Redressal Cell
	b) Academic Committee	b) Examination Committee	b) NSS Unit	b) Anti Ragging Committee
	c) UGC Internal Management Committee	c) Admission Committee	c) Sports Committee	c) IQAC
	d) Examination Committee	d) Finance Committee	d) College Development Committee	d) Research and Development Committee
	e) Admission Committee	e) Tender and Lower purchase Committee		
	f) Finance Committee	f) Library Management Committee		
	g) Tender and Lower Purchase Committee	g) Discipline and Anti Ragging Committee		
	h) Library Management Committee	h) Internal Complaint Committee		
	I) Discipline and Anti Ragging Committee			
	j) Development and Internal Committee			
	k) Beautification Committee			
	l) Seminar and Workshop Committee			
	m) Magazine Advisory Committee			
	n) Research and			

	Development Committee				
	o) Internal Complaint Committee				
	p) Website Development Committee				

## Case study

### Activities conducted by the Academic Committee (AC):

- The academic committee monitors the teaching-learning process.
- The academic calendar and central routine are meticulously planned and prepared in advance by the academic coordinator who ensures the proper implementation of the academic calendar.
- The academic committee convener gives valuable feedback to the IQAC.
- Progress reports thus prepared by the concerned HODs are placed to the Academic Committee and are discussed in the meetings.

### The outcome of decentralization:

The inputs received from various stakeholders are reviewed and those which are aligned with the institute's Vision and Mission statements are considered by the Academic Committee for SDMGMC.

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

## 6.2 Strategy Development and Deployment

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

#### Response:

**Perspective/Strategic plan and Deployment documents are available in the institution**

#### Institutional Context of the Key Indicator:

The plan to apply for governmental as well as non-governmental grants for the development of the institution has been one of the most important planks of the Strategic Plan. The mobilization of financial resources, as one knows is of crucial significance for the growth of an institution.

**Aspects of activity successfully implemented:**

In fulfillment of the clause in the Strategic Plan, the institution applied for and received the following grants during the last 5-year cycle:

- The institution received UGC grants to the tune of Rs. 22,31,000/- under Head of Account (GDA) 1B(i)b. This financial assistance was duly spent on books, equipment, repairs, and other recurring expenditure for the general uplifting of the institution.
- The institution received a grant of Rs. 2,890/- during the year 2018-19, from the State Government for minor repairs. This financial assistance was also duly spent.
- The institution received a grant of Rs. 3,00,000/- from UGC to establish IQAC. This fund was also utilized. The institution has a fully functional IQAC.
- The institution also received grants of Rs. 1,44,541/- from Directorate of Youth Affairs and Sports for the last 5 years as follows:

Academic year	Grants received
2014-15	22,31,000/-
2016-17	26,780/-
2017-18	0.00/-
2018-19	2,890/-+32,200/-
2019-20	32,200/-
2020-21	31,682/-
Total	23,56,552/-

Thus, it is clear that the institution has made a concerted effort to reach out to various sources and sectors to mobilize funds as outlined in the Strategic Plan, and has been successful in receiving various types of financial assistance. This institute does not encourage any financial ambiguity or misappropriation of funds. Returning the unspent amount to the State Govt. as well as UGC is an example of that.

**Strategic Plan**

The institution follows its Strategic Plan to help it develop in a systematic, well-thought-out, and phased manner.

- Application for grants from Government sources.
- Extension of the available area through horizontal expansion to accommodate more classrooms, practical rooms, work studio, canteen, etc.
- Renovations to revive aging infrastructure.
- Improvement of the Scope and Profile of the Teaching-Learning Experience through greater use of ICT and innovative means.
- Introduction of new add-on courses/short-term certificate courses.
- Application for more substantive posts from the State Government
- To promote “Earning with Learning” in the institute by involving meritorious students in externally

funded projects.

- Partnering with other institutes of Music in India.
- Mobilization of funds and projects through IQAC.

### Deployment Documents

1. Papers of sanction letters of UGC Grants.
2. Sanction letters of funds from the State Government.
3. Sanction letters and utilization of funds received from the Directorate of Youth Affairs and Sports.
4. Photos of building plans' viz. Institution, Auditorium, Canteen, etc.
5. Photos of smart classroom

File Description	Document
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

The Organogram of the Institution has been uploaded to the institute website.

Sachin Deb Barman Memorial Govt. Music College has a well-defined organizational structure to ensure efficient governance and management through effective decision-making. The main bodies that have been constituted under its administration to formulate and execute policies and strategic plans based on its Vision and Mission and manage all activities of the Institute are the following.

LEVELS OF PARTICIPATIVE MANAGEMENT				
Teaching staff	Non-Teaching Staff	Students	External Representation	Parents Representation
a) Internal Quality Assurance Cell	a) UGC Internal management committee	a) Cultural committee	a) Grievance Redressal Cell	a) IQAC
b) Academic committee	b) Examination committee	b) NSS unit	b) Anti-ragging Committee	
c) UGC Internal management committee	c) Admission committee	d) Sports committee	c) IQAC	
			d) Research and Development	

d) Examination committee	d) Finance committee		Committee
e) Admission committee	e) Tender and Lower Purchase committee		
f) Finance committee	f) Library management committee		
g) Tender and Lower Purchase committee	g) Discipline and Anti-ragging committee		
h) Library management committee	h) Cultural committee		
i) Discipline and Anti-ragging committee	i) Internal Complaint committee		
j) Development & Internal Beautification committee			
k) Cultural committee			
l) Journal and magazine advisory committee			
m) Research and Development Committee			
n) Internal Complaint committee			
o) Website Development committee			

**Governing Body:**

Academic Council, which is the apex body, consists of all faculty members of the institution. The principal is the chairman of the Academic Council. Teachers Council Secretary is the coordinator of the Academic



Council.

### **Administrative Set-Up:**

The principal and the Teachers Council Secretary form the nucleus of the administration with the former being the final authority in all financial matters. Head of the Departments, IQAC Coordinator, The Teachers' Council Secretary, and the Head Clerk to assist him in the discharge of days work.

### **The Functions of Various Bodies:**

The Institution has work-specific committees. The roles and responsibilities of such committees are clearly defined and available on the institutional website. Minutes of each meeting are maintained and documented in the respective committee registers.

### **Service Rules, Procedures, Recruitment, and Promotion Policies:**

The Directorate of Higher Education, Government of Tripura along with Tripura Public Service Commission frames rules and regulations as amended from time to time in this regard.

#### **The recruitment rules**

Assistant Professor: [https://highereducation.tripura.gov.in/sites/default/files/asst\\_prof.pdf](https://highereducation.tripura.gov.in/sites/default/files/asst_prof.pdf)

Instructor: <https://highereducation.tripura.gov.in/sites/default/files/instructor.pdf>.

Library Assistant: [https://highereducation.tripura.gov.in/sites/default/files/library\\_rule.pdf](https://highereducation.tripura.gov.in/sites/default/files/library_rule.pdf).

Group-D employee: <https://highereducation.tripura.gov.in/sites/default/files/gd4.pdf>

#### **Promotion of employees:**

UGC and the Government of Tripura's career advancement schemes are considered in case of promotion. Group-C and D posts benefit from the State Government rules as amended from time to time.

#### **Grievance Redressal Mechanisms:**

There are several Grievance Redressal Mechanisms including the Internal Complaints Committee; the Anti-Ragging Cell; and the Grievance Redressal Cell with complaint boxes prominently placed and the full implementation of the Right to Information. The institute has also developed Cast based grievance Redressal cell. The online grievance Redressal mechanism has already been introduced and the link of which is available on the institute website.

The roles and responsibilities of the various bodies are also clearly defined to ensure transparency and accountability to achieve its objectives.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

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

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

**Sachin Deb Barman Govt. Music College has effective welfare measures for teaching and non-teaching staff. These are as follows**

#### **Welfare measures for Teaching Staff:**

- Option to join Group Insurance.
- Festival advance.
- Festival bonus.
- Prompt facilitation of Provident Fund Loans.
- Quick settlement of income tax-related issues.
- Computer literacy programme
- Opportunity to complete Orientation and Refresher course.
- Opportunity to pursue Ph.D.
- Opportunity to participate in seminars and symposiums.

#### **Welfare measures for Non-Teaching Staff:**

- Membership of Group Insurance.
- Festival advance.
- Festival bonus.
- Prompt facilitation of Provident Fund loans.
- Help with the facilitation of bank loans.
- Computer literacy programme.

### **1. Government Provident Fund as per PF rules**

Keeping in view the future safety of employees, each employee is subject to contribute to Government Provident Fund.

PF of an employee as per PF rules.

### **2. Medical allowance/reimbursement**

The institute has a system of medical allowance for group C & D category employees and medical reimbursement for the A category employees.

### **3. Gratuity**

Gratuity is applicable to every staff after five years of permanent service.

### **4. Full Paid Maternity Leave**

SDMGMC provides 180 days of full-paid maternity leaves and Child care leave for 2 years to all-female. This is done in accordance with the Govt. of Tripura rules.

### **5. Encashment of Earn leave at the end of service**

At the end of service of an employee, he/she can en-cash his/her earned leaves as per the rules of

### **6. Salary timely credited to the bank account of the employee.**

In each month, the employee gets the salary on time through bank accounts only.

### **7. Medical leave encashment**

The facility of encashment of balance medical leave is available at the end of service.

### **8. Festival advance**

Faculty members and Non-teaching staff can avail of interest-free festival advance up to Rs. 20,000 repayable in 8 months

### **6.3.2 Average percentage of teachers provided with financial support to attend conferences /**

**workshops and towards membership fee of professional bodies during the last five years.**

**Response: 0**

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

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

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

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

**Response: 1.8**

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

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

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

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

**Response: 2.56**

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

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

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

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

#### Response:

Each employee has to submit Self Appraisal in a Govt. prescribed format by the end of every year. The principal of the institution after giving his recommendation transmits these filled-in formats to the Directorate of Higher Education, Govt. of Tripura.

Apart from this, every year the outgoing students carry out and submit Teacher Evaluation and Campus Evaluation surveys. The Teacher Evaluation forms have criteria related to aspects of teaching on which the opinion of the students is sought. The duly filled-in forms are analyzed by the IQAC coordinator of the Institute and subsequently, the report is submitted to the Principal. The feedback thus obtained is judiciously addressed for the betterment of the Teaching-Learning process. In cases where laxity or lacunae is observed the teacher in question is counseled by the Principal and urged to improve his/her performance in the interest of professional up-gradation and better service delivery to our primary stakeholders, namely the students. Feedback is also collected from parents.

The performance of the non-teaching staff is appraised by the Final Year students in the Campus Evaluation Survey. They are assessed on the parameters of efficiency, cordiality, and overall helpfulness. The questionnaires too are analyzed by the IQAC coordinator and subsequently, the report is submitted to the Principal. The concerned staff whose performance has invited criticism or needs improvement is urged to improve his/her performance in the interest of professional up-gradation and better service delivery.

The performance of those teaching and non-teaching staff members who have not fared well in the students' feedback is closely monitored. An improvement in the subsequent instances when this does not happen systematic reminders are subjected to be issued to the concerned staff member in a bid to correct imbalances and restore optimal efficiency in the institution.

The findings of Campus Evaluation surveys are then summarized and graphically represented through pie charts and bar graphs and published on the institutional website in keeping with transparency norms.

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

Auditing is an important part of the functioning of the Sachin Debbarman Memorial Govt. Music College financial management. During the years 2016-17, 2018-19, 2019-20, the expenses made by the institute and by its different units were audited by three different wings of the audit system. All expenses such as of revenue nature and audited by the Internal audit. Besides, any such expenditures involving payment from the grants received from the State Govt. and the UGC is audited. The audit team was deputed by the Accountant General (AG) of Tripura from time to time. The audit team deputed by the AG of Tripura also audits stock registers and conducts audits of the library, an audit of all Plan Expenditure of the Institute.

The Statutory Audit of the institution is conducted under direct control and supervision of the Directorate of Higher Education, Govt. of Tripura.

Audit Types	2015-16	2016-17	2017-18	2018-19	2019-20
Statutory audit of the institution by Directorate of Higher Education, Govt. of Tripura				1	
Internal audit of the institution by Directorate of Audit, Govt. of Tripura				1	
Internal audit of various UGC Grants					1
<b>Total</b>				02	01

Compliance reports of all kinds of audits (if arise) are submitted to the respective authority to their satisfaction and a copy of which is submitted to the Directorate of Higher Education for information. Related all records are maintained in the Accounts section of the institute.

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

**6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)****Response:** 3.82**6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.048	3.63	0.048	0.048	0.048

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

**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:****Sources of funds are as follows:**

- 1.Fees: Fees charged as per the affiliating University and State Government norms from students of various courses of the Institute.
- 2.Salary Grant: The Institute receives salary grants from the State Government. For this, the institute prepares and sends an annual budget of the estimated salary grant required to the State Government. This grant includes salaries of the Full-Time Faculty members, Instructors and Non-teaching staff, Guest teachers.
3. UGC Grants: SDMGMC is under 2F and 12B as per the UGC Act and Permanent Affiliation of the Tripura University. So the institute receives grants from the UGC for the development and maintenance of Infrastructure, up-gradation of the Learning Resources.
4. Some funds are allocated by the Govt. for NSS.
5. The institute receives funds from Individuals and Philanthropists.

**Mobilization and utilization of Space and Time:**

- 1.Space, which is at a crunch in the institute is utilized fully and imaginatively.
- 2.A portion of the cycle stand has been transformed into a college canteen.
- 3.Larger classrooms have been partitioned to accommodate different classes at the same time.
- 4.The office rooms have been differentiated to the accommodation of more than 3 sections.
- 5.The institute has a plan for linear expansion to create a hostel.
- 6.One smart classroom, recording studio, and library E-corner are fully functional with a time limit to provide equal opportunity to all.

7. A room in the auditorium is used as a workspace for ALUMNI.

#### **Mobilization of Intellectual and other Abstract Resources:**

1. The institution mobilizes its human resources too by visualizing, designing, and implementing academic and co-curricular activities that challenge the students to the utmost and develop their potential to the fullest.
2. It encourages all faculty members to reach their personal and professional growth goals by cooperating with their career development imperatives and discipline-specific aspirations.
3. The different cultural programmes are organized with different strata of people to encourage, help, and spread humanity. Most importantly, it is the abstract resources of intellectual and moral probity, along with a social conscience and cultural inclinations which are prioritized and cultivated by the institution in the overreaching plan of its progress.

#### **Fund mobilization policy and procedures are as follows:**

1. The types and methods of resource mobilization are discussed in Staff meetings and in respective subcommittees.
2. The institution has a UGC internal management committee as per the directions of the UGC given in the XIIth Plan.
3. The UGC internal management committee, in close coordination with the College Development Committee, Finance Committee, Purchase Committee, and IQAC, monitors the mobilization of funds and makes sure that the funds are spent for the purpose for which they have been allocated.
4. The Purchase Committee takes care of purchases in accordance with the rules.
5. The institute is audited by external agencies from time to time
6. The Library Advisory Committee takes care of the utilization of funds in the library.

The main motto of resource mobilization and optimal utilization of resources is to put on the benchmark in tune with quality teaching and the unique growth of students.

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

## **6.5 Internal Quality Assurance System**

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

#### **Response:**

The IQAC has consistently striven to institutionalize quality assurance strategies and processes at every



level of the institution's functioning. From devising strategies to improve the teaching-learning process through increase use of ICT, expanding the scope of the library, transforming it into a multivalent knowledge portal, and initiating MoUs with Institutions and organizations to re-defining boundaries of a vitalizing, meaningful, and holistic education the IQAC has been a protective player in the overall benchmarking process.

### Example 1

1. **The Title** – The Initiative Undertaken by the IQAC of SDMGMC to develop an Online students' feedback system and an Online grievance monitoring system.

2. **The Context:** The SDMGMC educates a number of students enrolled from different socioeconomic backgrounds. Gradual decline in student enrolment necessitated the requirement of student feedback for the teachers, curriculum as well as institution. Besides the conventional system of obtaining feedback from the students, IQAC has developed an online feedback monitoring system by using the Google platform.

3. **Objectives:**

- To restore the student strength of the institution by adopting an online admission process
- To trace the performance of the faculty members
- To seek educational support in terms of getting appropriate and high-quality teaching aids for faculty members.

4. **Outcome:**

Student enrollment has increased significantly.

Moderate and low performer faculty members have been traced.

These faculty members were asked to equip themselves to meet students' expectations.

### Example 2

1. **The Title** – The Initiative Undertaken by the IQAC of SDMGMC to Adopt a village situated at the distant periphery of the City.

2. **The Context:** The village Adoption programme provides an opportunity to understand the factors that are responsible for social and mental under-development in a village, despite a plethora of programmes and Govt. schemes. Activities in this regard enables the faculty members and students to come out strong on societal aspects to address contemporary rural development issues at North Gandhigram Village. The process of Village Adoption is thus experimentation and involvement to drive the social, cultural, and mental development in the selected village.

3. **Objectives:**

- To inspire the rural communities to dream, plan, mobilize forces, and resources for sustainable development and create such an ecosystem for positive behavioural transformation.
- To organize musical workshops/programmes for the mental development of the children of the Adopted Village.

- To develop social service thinking in students.
- To generate awareness on gender issues and social issues like literacy, health & hygiene, sanitation, safe drinking water, livelihood options, etc.
- To help during Natural Calamity

#### 4. Activities:

AIDS awareness programme and dance workshop organized on 23rd January 2020. Around 60 children of the village participated.

Distribution of relief materials among the people of North Gandhigram village on 27-04-2020. (COVID 19 Lockdown period).

#### 5. Outcome:

##### a. Individual Development

- Development of hygienic behaviours and Practices
- Reducing substance abuse (alcoholism, smoking, etc.)
- Gender sensitization

##### b. Community Development

- Community resource mapping
- Awareness generation
- Environment
- Transmission of knowledge regarding transmissible diseases like AIDS.
- Encouragement of community participation in water and sanitation management.

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

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

quality initiatives )

**Response:**

**Example – 1: The Academic and Administrative Audit conducted by a team of experts from the Directorate of Higher Education, Govt. of Tripura.**

A two-member team of (Directorate of Higher Education) DHE nominated Mentor and Supervisor for NAAC process visited on 4th January 2020 to assess the preparation for NAAC on a number of parameters. This exercise was a part of the initiative of IQAC. The expert lecture was venued on the theme “Quality Assurance in Higher Education Institutions”. The broad area of this initiative was to facilitate to prepare for NAAC Accreditation and related assessments. The methodology involved was to invite the resource persons who have already served and continue to serve on NAAC assessment and who were able to offer suitable suggestions besides assessing the status of this institution with regard to the seven criteria laid out by NAAC.

The said team carried out an exercise similar to the NAAC Peer Team Visit. Prior to the visit, it was required to give the status of the institution in terms of SSR that NAAC requires. Based on that report, the team came prepared and also helped and guided us on our preparations for our upcoming NAAC evaluation during the day of the visit.

#### **Follow Up Measures on the Recommendations**

The Principal of Sachin Debbarman Memorial Govt. Music College convened a meeting of all staff members on 10th January to discuss and deliberate on various aspects of the Report of the Academic and Administrative Audit conducted by the expert members from DHE on 4th January 2020.

At the very outset, the Principal welcomed the team. Then detailed discussion about the SWOC (Strength, weaknesses, opportunities, and challenges) took place, and a detailed suggestion was given to her by the expert members.

The Principal noted the suggestions about having a Girls Common Room facility, having rails in toilets for the differently able students, sufficient workspace for 1st-semester students, etc. due consideration and directions have been issued to those carrying out construction and renovation work to install and make the facility available.

It was suggested to adopt an online grievance redress mechanism besides placing conventional Grievance/Suggestion boxes in institute premises.

It was recommended for making Flex boards indicting Vision and Mission Statements of the Institute, which are to be displayed at several prominent spots on the Institute campus.

The team members expressed satisfaction about the ongoing process of Website up-gradation.

The team members expressed satisfaction with the Mentor-Mentee system, in which all faculty members are involved.

The Principal drew attention to the observation by the team about the performance of the institution in ensuring the placement of our students. The team expressed the inability to form a direct tie-up with industry and corporate houses, but at the same time the team was happy to see the vertical progression ratio record of the students of this institute and placement in advertising or allied agencies.

The team expressed the importance of a green audit and expressed satisfaction to see the disposal system of electronic waste generated in the institute.

The Principal mentioned the observation of the team about limited space and endorsed the opinion of the members that resource partitioning and sharing in the institution.

While discussing the recommendation about tapping more Research Grants, it was urged to explore the possibility of securing grants from different national and international funding agencies, and the faculty members pledged to do the same.

The Principal took note of the observation of the team regarding the non-availability of the Institution's own playground and discussed strategies to overcome the limitation. The necessity of a good canteen was one of the recommendations of the DHE team.

The DHE team was satisfied to see the documents related to Free Medical Checkup camps and Blood donation camps organized by the NSS cell of the Institute.

Village adoption was appreciated by the team members, with a recommendation to ratify more activity in the Adopted Village. NSS Programme Officer was requested to uptake sustained works in that village.

The team appreciated the initiative of the MoU with (i) Agartala Cycloholics-an NGO, (ii) Tribal Research Institute, Tripura & (iii) Tripura Folk Dance Academy, Khumulwang to promote sustainable measures towards resource conservation, cultural exchange, and student exchange programmes

The Principal noted that the Team has expressed satisfaction with the performance of the office staff of this institution. The initiative of IQAC to train office staff in terms of computer literacy as well as discharging of other Govt. schemes viz. The stipend was also appreciated.

The suggestions of the DHE team were adopted.

**Deployment documents:**

- a) Photos of Vision and Mission Statements and Grievance/Suggestion Boxes.
- b) Programme-wise Mentor-Mentee allocations.
- c) MoUs with Agartala Cycloholics-a cycling community, and communication for MoU with Tribal Research Institute, Tripura & Tripura Folk Dance Academy, Khumulwang.
- d) Photographs of Up-gradation of the canteen.
- e) Documents related to Village Adoption.

- f) Photos of NSS activities of free Medical Camp, Blood donation camp, etc.

**Example – 2: Formation of all statutory bodies and framing of their roles and responsibilities for monitoring of Teaching Learning Activities in the Institution.**

The academic committee and other related committees provide a platform for its members to review and thus make suggestions for policies on SDMGMC curriculum development and Teaching Learning Activities. The following functional committees have been constituted after establishment of IQAC in SDMGMC.

- a) Academic Committee
- b) Examination Committee
- c) Exhibition & Workshop Committee
- d) Library Committee
- e) Research & Development Committee etc.

**Outcome:** Roles and responsibilities of these committees have been standardized and adopted These meeting minutes have been uploaded on the institution website.

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

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

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

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

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

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counseling
- c) Common Room

The institute has a strong ethical work culture that is based on inclusivity. It observes the highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or another opinion, national or social origin, property, birth, or another status. Its unique work culture, healthy traditions, and ethos have led to the enrolment of 68% women students and 57% women staff.

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the following facilities –

##### (a) Safety and Security

- Security checkpoints at all campus entries and exits.
- Extensive surveillance network with CCTV monitored control room.
- Rotational duty by all faculty members for discipline and security.
- Night Patrols by local police personnel.
- Strict implementation of Anti-Ragging, Anti-Smoking Campus.
- Awareness campaigns on women safety and gender sensitivity through street plays (Nukkad Natak), rallies and camps by NSS and NCC student volunteers.
- The Institute is the preferred destination of parents for the education of their female wards as evidenced by the Stakeholder Feedback.

##### (b) Counseling

- Formal and informal avenues for counseling male and female students and staff for academic and other issues/problems.

- Mentors are available for counseling of both males and female students.
- Grievance Redressal Committees for staff and students
- Gender sensitization camps in old age homes and children homes of Agartala that include the following aspects:
  - Women's rights
  - Human rights
  - Child rights
  - Gender justice
  - Gender equality
  - Gender sensitization workshops
- Specific course namely "Human Rights and Gender Studies" for final semester students dedicated to gender issues.
- Campaigns against female feticide.
- Medical Counseling, Moral Counseling.

**(c) Common Rooms:**

Common rooms have been allocated for men and women, which also facilitate meetings and discussions.

**(d) Other Measures**

Other measures of Gender Sensitization include –

- Curriculum and Coursework.
- Co-curricular activities.

**Community outreach**

The Life-Long Learning Education (LLLE) programme provides an opportunity for women from all walks of life to get trained in self employable skills like dance and songs.

As part of NSS activities, in the adopted village, awareness about health, hygiene of rural women, the importance of child education are organized. It has been successful in caring for its diverse population harmoniously in its efforts to steadily achieve its vision and mission.

Year	Title of the programme	Date and Duration (from-to)	Number of participants
------	------------------------	-----------------------------	------------------------



2015-16	International Women's Day Celebration	8th march 2016	40
2016-17	International Women's Day Celebration	8th march 2017	40
2017-18	International Women's Day Celebration	8th march 2018	40
2018-19	International Women's Day Celebration	8th march 2019	40
	One day seminar on Gender Equity	24th March 2019	50
2019-20	International Women's Day Celebration	8th march 2020	40

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

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

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

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

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

**Response:**

The Institute understands its Institutional Social Responsibility (ISR) towards environment protection and practices waste management. It advocates the conservation of resources, especially natural resources, to generate minimal waste and manage it from its inception to its final disposal.

### **1. Solid Waste Management:**

- Waste bins of different sizes are placed on the campus at various places like classrooms, faculty rooms, administrative office, computer lab, library, corridor, washroom, common room, etc.
- Routine waste is daily collected in dustbins at different locations, which are emptied in movable containers and carts. Agartala municipality Corporation periodically clears them by taking these solid waste to the dumping ground.
- The institute has banned single-use plastic carry bags in the institute. Multiple posters and notices are placed in prominent areas of the institution.
- Garden waste is composted and reused.
- Used and broken furniture, instruments, and other junks are used to create different artifacts for the internal beautification of the institution.

### **1. Liquid Waste:**

- liquid waste generated in the institute is treated in septic tanks and disposed of by Agartala Municipal Corporation.
- Liquid waste generated from the washroom is conveyed to the municipal sewage line.

### **2. E-waste Management:**

- The institute is aware of e-waste and its hazards dispose of with the guideline of the Tripura State Pollution Control Board (TSPCB).
- In this process, an inventory is carried out where different types of e-wastes are identified categorically with distinct codes.
- These items are then gathered in a void place of the campus.
- TSPCB is then informed officially in a filled-in format.
- TSPCB then informs licensed vendors to collect these e-wastes very carefully for further course of action.

### **3. Rainwater harvesting**

- The institute has very less space with a concrete cover. During rain, the water gets ample scope to percolate down. It inturns helps in maintaining under the groundwater table.
- Control switch of motor which leads water to rooftop tanks are closely monitored in the office to avoid accidental overflow of water.

File Description	Document
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

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

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

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

#### 7.1.5 Green campus initiatives include:

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

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

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

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

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

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

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

### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

The vision of the institute depicts sensitizing the cultural, regional, linguistic communal, and socioeconomic diversities of the state and the nation. SDMGMC organizes and participates in different programmes organized by the institute, inter-college, university, and other Government departments to sensitize students towards cultural regional, linguistic, communal, and socio-economic diversities. Some of the major programmes:

**Name of the Programme: Samarth**

**Category of the programme: Socioeconomic diversity**

In the academic year 2017-18, IQAC initiated a programme named “Samarth” to provide emotional support to the poor student and people to have breakfast in the college canteen with a meager amount of Rs. 10 and Veg. meal for Rs. 30 only. Later on, this facility has been extended to each and all.

**Name of the Programme: Sensitizing of different communities**

**Category of the programme: Socioeconomic and cultural diversity**

SDMGMC organizes various programmes to ensure harmony among students by making awareness about different communities in the form of “Tourjatrik Utsav” meaning of which is Sangeet-Nritya-Badan. Students belonging to different communities perform with their chosen discipline and dress code of their own community.

**Name of the Programme: National Integration Camp of NCC**

**Category of the programme: Regional, linguistic and cultural diversity**

The institute has very active NSS wings where the students have wider opportunities to explore their talents and skills through community services. They take part in different national integration programmes where they do presentations on the good practices, cultural heritage, festivals, customs & traditions. Our volunteer got President Award during the year 2013-14 and 2014-15.

**Name of the Programme: Sensitizing of different communities**

**Category of the programme: Cultural diversity**

Pulin Deb Barman Memorial All Tripura Classical Music Conference, Birth Anniversary Programme of Pandit Vishnu Narayan Bhatkhande & Pandit Viashnu Digamber Paluskar are being celebrated every year. Students usually develop a solid base in the light of music as a form of cultural expression. Eminent artists are invited for performance along with students of the institute.

**Name of the Programme: Old-Age Home visit**

**Category of the programme: Socioeconomic diversity**

**Care for Elder:** provides an inclusive environment for students to experience various life lessons from a senior citizen of the country. Students and faculty members visit different Old-Age homes to interact with inmates. Students perform songs, dance to break the monotonous life of inmates. Students get an exposure to realize the problems faced by elderly people and witness their love and affection.

**Name of the Programme: Sensitizing of different languages**

**Category of the programme: Linguistic diversity**

Every year Kokborok Dibas (A tribal language day) is observed on 19th January and on 21st February the institute observes Matribhasa Dibas (Mother Tongue day). These programmes are aimed to respect one's mother tongue. Rallies are conducted to commemorate these days.

**Name of the Programme: Sensitizing regional diversity**

**Category of the programme: Cultural diversity**

Kobi Pranam (A tribute to Rabindranath Tagore), Vasant Utsav (Holi), Barsa Mangal (songs of monsoon by Rabindranath Tagore) are celebrated each year with true spirit. Programmes and performances provide

ample opportunity for the students to express themselves.

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

### 7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

#### Response:

SDMGMC follows the duties and responsibilities mentioned in the constitution of India and has taken various initiatives to sensitize the staff and students towards constitutional obligations. The mission statement of the college itself ensures an environment that enables our students to play a vital role in the Nation-building process for humanity.

#### Activities

Indian Constitution and Planning is taught in all disciplines

Display of fundamental duties

- 1) Display of Preamble of the Constitution of India in Institution
- 2) In prospectus and Annual Academic Calendar cover

#### Activity 1: Celebration of Independence Day

Celebration of this day makes each citizen harmonize with the diversities of the religious, cultural and traditional aspects of our country and respect the National Flag and National Anthem as a fundamental duty. SDMGMC celebrate this special occasion with a spirit of patriotism and uphold the unity of our nation.

#### Activity 2: Awareness programme on consumer rights

An awareness programme on consumer awareness and their rights has been conducted. Students, faculty members and staff participated.

#### Activity 3: Army day Celebration

Army day is celebrated every year on 15th January. Stickers are distributed in exchange for donations from students, staff, and faculty members and the whole amount is donated to the Directorate of Youth Affairs and Sports, Govt. of Tripura.

#### **Activity 4: Cleaning drive on Swachh Bharat Abhiyan (campus)**

Frequent cleaning drive is conducted on the institution campus.

#### **Activity 5: Cleaning drive on the marketplace**

As part of the fundamental duty of the citizen to safeguard the public property, the college has initiated several programmes like cleanliness drive in public places and also promote healthy natural environment including forests, parks, water bodies, etc., and to have compassion for living creatures and healthy habits.

#### **Activity 6: Celebration of Republic Day**

On this day, various formal events including flag-hoisting and lectures are organized and followed by the “Constitution Awareness Programme” to immerse patriotism and awareness to the next generation.

#### **Activity 7: Celebration of Gandhi Jayanti**

A standout amongst the most mainstream events in India, to stamp the birth commemoration of “Rastra Pita” Mahatma Gandhi. His standards of truth, peacefulness, and trustworthiness are recalled and generally plugged among the students of the institute.

#### **Activity 8: Covid-19 Awareness seminar**

A seminar cum workshop on Covid-19 has been conducted in the institute auditorium as per the standard operating procedure.

#### **Activity 9: AIDS awareness seminar**

SDMGMC organizes and sensitizes students and the general public regarding HIV-AIDS. This is part of almost all NSS activities so far conducted in and outside institutes.

#### **Activity 10: Celebration of Statehood Day**

Every year on 21st January, Statehood day is observed in a befitting manner. Students greet this day with great enthusiasm with dance, song, and other performances.

#### **Activity 11: Barsamongol and Brikhyaropon (Plantation) Utsav**

Barsamongol and Brikhyaropon (Plantation) Utsav is organized by department of Rabindra Sangeet with Rabindranath Tagore songs on monsoon.

#### **Activity 12: National Voters Day**

SDMGMC organizes an awareness campaign among students to commemorate National Voters Day on

25th January for making our student voters Empowered, Vigilant, Safe and Informed.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>

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

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

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

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

SDMGMC organize National Festivals and Birth and Death Anniversaries of great Indian Personalities with enthusiasm. Students, Faculty members, and other Staffs are on a mission towards a better India by breaking the boundaries of religion and caste. Thoughts of great Indian Personalities showed into the young minds through the exhibitions and programs conducted on these days. The institution practices a pluralist approach towards all religions, functions and encourages all who are an integral part of the institution to showcase the same. Every year institute organizes the National Festivals and birth/death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.



**1) 23rd January (Netaji Subhash Chandra Bose's Birth Anniversary)**- As India honours one of its most prominent freedom fighters, Netaji Subhas Chandra Bose on his birth anniversary, people across the country remember his contribution to the struggle for independence. From establishing and leading the Indian National Army to form alliances against the British during World War II, Netaji was among the key figures to lay the foundation for the modern Indian state. On this day organizes lectures followed by colorful programmes in the college campus.

**2) 5th September (Dr. Sarvapalli Radhakrishnan's Birth Anniversary)**- on 5th September, the institute celebrates Dr. Radhakrishnan's birthday as National Teacher's Day with great honour. Students felicitate their teachers. They also organize programme for the teachers to mark Guru-Shishya parampara.

**3) 2nd October (Mahatma Gandhi Birth Anniversary)**- A standout amongst the most mainstream events in India and one of the three National occasions, Gandhi Jayanti is praised in SDMGMC on 2nd October consistently to stamp the birth commemoration of "Rastra Pita" Mahatma Gandhi. The day is announced as a national occasion and all institutes and workplaces are closed on this celebration. The standards of truth, peacefulness, and trustworthiness are recalled and generally plugged among the students of the institute. When called on by the Department of Higher Education, participates in a procession that is organized centrally in the city with true spirit.

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

## 7.2 Best Practices

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

**Response:**

**BEST PRACTICE - I**

### 1. Title of the Practice

Mentoring Programme

### 1. Objectives of the Practice

The objective of Mentoring is:

- To achieve the vision of the institution viz., to develop all-around personality of the students on progressive lines.
- To provide a continuous learning process for both the mentor and the mentee.
- To establish the mentor as a role model and to support the mentee for personal and academic development.
- To establish a vibrant relationship between the teachers and the students they will ensure responsible behaviour and discipline.

### **1. The Context**

The nature of students' background i.e. catering to different socio-cultural and economic diversity necessitates mentoring being opted as one of the best practices by the institution. The absence of an institutionalized system of having a proper system of mentoring, guidance, and counseling in the region along with the obvious fact that most of the students are from remote areas and first-generation learners make it imperative on the part of the institution to provide mentoring i.e. guidance for all-round development of the students on academic as well as aesthetic lines. Moreover, it is aimed to align with the institutional mission and vision statement aiming to develop students on progressive lines. i.e. to imbibe in the students a rational positive outlook towards life thereby making them a responsible citizens.

### **1. The Practice**

- Mentoring session is conducted every first and third Saturday from 3.00 pm to 4.00 pm on a regular basis. The session is compulsory for every student to attend without fail.
- Mentors are assigned 15-20 students for the whole duration of a semester.
- The mentoring parameters are based on four aspects i.e. academic, attendance, career, and general.
- The mentors are provided with details of mentees' performances in terms of academic (class test, university exam) and attendance records. The mentor also keeps track of the mentee's personal development such as co-curricular activities, discipline, and career-related issues.
- The mode of communication between the mentor and mentee is done through different modes(s) namely- in-person, video calling, email, etc.
- The practice of the mentoring system is evaluated by the Principal, Departmental Heads bi-monthly so as to ensure quality and efficiency in practice.
- The grievances of the mentees are taken up by the mentor and if the necessary mentee is advised to submit a statement of the issue through an online grievance redressal system. And accordingly, it is forwarded to the Principal for necessary remedial actions.

### **1. Evidence of Success**

- Improvement in mentees' discipline, interaction, and communication skills.
- Improvement in student attendance.
- Establishment of a vibrant relationship between teachers and students has provided a congenial atmosphere in the classroom as well as on the campus.

### **1. Problems Encountered and Resources Required**

- The diversity in students' background and upbringing i.e. lack in the art of effective articulation,

introversion, indifferent attitude, etc.

- Inadequacy in general guidance, career, and professional-related materials. This may be due to the financial constraints faced by the management because the institution is dependent on grants.

## **BEST PRACTICE - II**

### **1. Title of the Practice**

Lecture Capturing Method/Video tutorials

### **2. Objectives of the Practice**

The objective of Lecture Capturing Method/video tutorials is:

- To strengthen content delivery tool.
- To promote active learning with managed cognitive load
- To establish the mentor as a role model and to support the mentee for skill enhancement by repetitive views of these contents.
- To establish a vibrant relationship between the teachers and the students they will ensure responsible behaviour and discipline.

### **3. The Context**

Memory has several components. Sensory memory is transient, collecting information from the environment. Information from sensory memory may be selected for temporary storage and processing in working memory, which has very limited capacity. This processing is a prerequisite for encoding into long-term memory, which has virtually unlimited capacity. Because working memory is very limited, the learner must be selective about what information from sensory memory to pay attention to during the learning process, an observation that has important implications for creating educational materials.

Lecture-demonstration or performance of teachers is hard to remember for students due to many reasons. This platform gives them opportunity to witness the performance or lectures as many times as they wish.

### **4. The Practice**

Describe the practice and its uniqueness in the context of Indian higher education. What were the constraints/limitations, if any, faced (in about 400 words)?

- The ultimate goal of these activities is for the learner to incorporate the subject under study into a schema of richly connected ideas.
- The performing arts syllabus is more practical-based. The syllabus has so many components to be addressed within a span of the semester.
- It was hard for students to remember practical performances as very little chance of repetition is there.
- Because working memory has a limited capacity, and information must be processed by working memory to be encoded in long-term memory, it is important to prompt working memory to accept,

process, and send to long-term memory only the most crucial information.

- Lectures-demonstrations are recorded at the institute and uploaded to the YouTube channel which is maintained by SDMGMC.

## 5. Evidence of Success

- These video materials are accessed by the students of this institution as evident from the number of subscribers and views indicated in the channel.
- Practical performances in the classes have improved by many folds.
- Students can also review their own performances and rectify themselves.
- Practical marks of students have increased in internal as well as university exams. It is evident from the Student Progress Register maintained by each department.
- Stage fear of the students and live performance ability has improved.

## 6. Problems Encountered and Resources Required

Please identify the problems encountered and resources required to implement the practice (in about 150 words).

- The institute does not have any professional videographers to capture Lecture-demonstrations. The engagement of professional videographers and editors may increase the quality of these videos.
- Teachers are engaged to capture these performances. Due to exhaustive routine and inter-departmental classes, the majority of the teachers cannot dedicate time to capture performances.
- An acoustic laboratory is required to reduce the noise level. Physical allotment of departments cannot restrict noise to interfere in the recording process.

## 7. Notes (Optional)

- The institute has a recording studio facility for final-semester students. This practice helped students to get experience about the studio recording process.
- The institute does not have any sound engineers. Two instructors have the expertise themselves and maintain classes as well as equipment of the studio.
- Moreover, each and every student has to perform in the auditorium of the institution. This is mandatory for them. This repetitive practice helps them to overcome stage fear.
- The institution sends students for performances in other departmental programmes. The incentives thus accumulated are maintained as a separate fund. This resource is utilized for students' welfare.

Video tutorials, whether recorded or live, are important to students because they add another dimension to learning that makes a student's educational experience more effective. The affiliating University may adopt this process of learning.

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

## 7.3 Institutional Distinctiveness

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

#### Response:

#### Distinctive Practice 1

#### Title of the Practice: Individual Development and Enrooting Activity of Life (IDEAL)

Higher education has special value in the emerging knowledge society. It contributes directly as well as indirectly to the wealth of a nation. Therefore, the country's future depends on a well-structured and implemented higher education system. The way we design our education system is decided by the way we view life.

The National Education Policy 2020 viewed higher education as “recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.”

However, important questions which needs serious consideration how do we encourage our youth to look at life beyond the classroom with an indomitable spirit and an undying belief in the core values? How do we find the teachers who exhibit these core values and act as role models for the young students? How does one create an environment that exudes the spirit of Fatherhood of God and Brotherhood of Man and inculcate the same in the students who not only imbibe this spirit but also develop the same in others across the world?

The Educational Policy of the Government of Tripura provides a comprehensive solution to study music. SDMGMC has anticipated and implemented several features which later found the consensus in the National Educational Policy, 2020. One such instance is a 3-year diploma in music (D.Mus.). SDMGMC is a source of perennial inspiration and innovation which has consciously and conscientiously guided the profound dynamics of its exemplary growth in the last decade, duly propelled by the twin objectives of Value Education and Total Quality in a double-helical pattern, with the former objective serving as the prime mover for the later objective, so as to facilitate the emergence of as an exemplary institution of learning and work experience.

#### The policy makes broad coverage at the undergraduate level as per the following:

- 1.The institute core courses include full credit courses on Dance (Bharatnatyam, Kathak, Manipuri, Kuchipudi), Hindusthani Classical Vocal and Instrumental Music (Sitar, Sarod), Tabla & Rabindra Sangeet.
- 2.Hindusthani and Karnataki Tal system, Vatkhande and Paluskar Tal system, etc, knowledge of

scale, Western musical instrument, Notation, Musical Acoustics, classical dance-Kathak, Sattriya, Manipuri, Kuchipudi, Bharatnatyam, Kathakali, Odishi, Mohiniyattam, dance references found in Ramayana and Mahabharata, Folk music, classification of Rabindra Sangeet, music and dance dramas of Tagore, analysis of Tagore's relationship with Tripura.

3. Co-curricular activities consist of Social Service activities, games and sports, and cultural and literary activities.
4. Holds a continuous evaluation system, semester system, grading system, and choice-based Credit system.
5. Has acquired value-based experiential education learning environment stretches from the classroom to self employability.

**The Institute has acquired a multi-dimensional form by successfully undertaking the following initiatives:**

1. Provide different level of education, starting from Diploma Course to Bachelor Degree with Honours. It has **initiated to introduce six short term course in music and dance.**
2. The institute provides a Conventional mode of education. However, an Online mode of teaching has been introduced to cope up with COVID 19 situation. Faculty development training programmes have been organized in this regard.
3. Providing a flexible multiple-input system with provision for vertical progression e.g. **diploma to a degree programme** with interdisciplinary subjects
4. Reaching all sections of society by implementing **Government Reservation Policy, Provision of Central as well as State Govt. Stipends, Awards with Prize money to encourage and support students.**
5. Focus on emerging multidisciplinary areas in both teaching and research that are of vital importance for the development and preservation of the music culture of India and the world at large.

In the last five years, SDMGMC has made a significant contribution to the State Government policies by contributing expert advice as well as providing cultural support to different departments. It supports and exercises National Missions initiated by the Government of India that includes, Digital India, Swachh Bharat Abhiyan, Women Empowerment. Affordable quality education ensures that nobody misses out on education opportunities due to lack of means. Most of the ideas that are part of policy documents being prepared at various levels have been successfully implemented in SDMGMC.

The successful implementation of this innovative, comprehensive, and integrated value-education system is distinctive to its vision, priority, and thrust. SDMGMC is geared to lead and contribute to the advancement of human knowledge and attain the wisdom to develop a more humane and enlightened society with its exemplary system of Music & Dance education.

## **Distinctive Practice 2**

**Title of the Practice: Sachin Debbarman Memorial Govt. Music College Alumni Committee**

The Government of Tripura after consideration of all the issues related to the development of the music and artists of the State has encouraged constituting a Society for Promotion of Music by using the

infrastructure of Sachin Debbarman Memorial Govt. Music College, Agartala, Tripura with the following objectives.

- 1.To take appropriate Programmes with a view to promoting Indian Classical Music and other Traditional Indian Musical events with the proper Research, Music Awareness Programmes and workshops, Seminars.
- 2.To find talents and to take the opportunity to their quality at the national level to bring to light, glamour, honour, and status.
- 3.To play an important role in culture, Tripura's traditional cultural heritage of last hundreds of years in the resin of Tripura Kingdom.
- 4.To generate internal resources for professional and skill development of the teachers, students of SDMGMC and also for the development of the College/academic departments by undertaking the works as noted above, by outsourcing, within and outside the State.
- 5.To interact with the Directorate of Higher Education and other concerned Department / Institutions / Sponsoring agencies in connection with undertaking consultancy/project/ commission work by the staff and students / ex-students of SDMGMC.

The alumni are managed and maintained in all respect by an Executive Committee and have a sustainable track record. One such initiative is the development of an online platform for registration for Alumni. This effort has not only helped Ex-students to register but also brought smiles to their faces.

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

## 5. CONCLUSION

---

### Additional Information :

Sachin Deb Barman Memorial Govt. Music College (SDMGMC) has impressed upon the Teachers Recruitment Board of Tripura to get permission for its B.Mus students to appear in the selection process. It will address the meeting gap of subject learning and Job.

The institute has also taken the initiative to start B.Ed. course in Music and Dance in different teachers training institutes of Tripura.

When requested, Faculties and students of this institute support and conduct cultural programmes in different line departments and gets appreciation from them.

The major part of the college area is dedicated to the teaching-learning process which is of the topmost priority.

The institute is facing a shortage of the required number of qualified faculties and also facing a financial crunch. These are two major factors that are influencing the overall teaching-learning process of the Institute.

The institute website is having a link to a radio station dedicated to classical music only. Students can tune in to it to listen to classical music and gather knowledge from eminent vocalists and musicians.

The institute keeps internal and external question papers and puts them on to institution's website as a question bank. The department-wise question bank is maintained and updated periodically. This facility is beneficial for the students.

The institution promotes and exercises water conservation. It demonstrates water pledge through its website, different walls of the institute, and through sensitization programmes.

Two of our students received National Award for exemplary social service

1) Smt. Banashree Shil, Student of Kathak Dance, Indira Gandhi NSS Award, 2013-14

2) Smt. Tapa Das, Student of Bharatnatyam Dance, Indira Gandhi NSS Award, 2014-15

### Concluding Remarks :

Sachin Deb Barman Memorial Govt. Music College (SDMGMC) is the outcome of meticulous planning, clear vision and concepts, conceived and nurtured by its faculty members, committed to excellence in academics, research and governance, with its greatest strength in the cadre of men and women devoted to excellence in



every process and undertaking. A detailed analysis of different criteria that are the concomitants of an institution is given in the Self Study Report of NAAC.

This is the only Government Music College in North East India that offers B. Mus honours degree courses in various fields of music and dance.

The helping attitude of faculty members fosters a steady speed in shaping the future of its students. The institute has taken initiative to introduce six short term courses in classical music, Rabindra Sangeet, dance and percussion to address the demand of population who seeks self employability in the field of education.

SDMGMC has an YouTube channel by which performance of different teachers and students are broadcasted for the wider range of population.

The institute strictly follows its Academic Calendar, which is subject to different Government and University orders.

Government reservation policy is strictly followed.

Different set of classes are arranged for slow as well as fast learners, which are evident from the departmental class routine.

The institute maintains student's progression report to trace academic performance of students.

Different kinds of performance and feedback reports are collected periodically by IQAC, analyzed and reported to the appropriate authority for future course of action.

Financial transactions are done through Finance committee and the Purchase committee of the Institution.

SDMGMC has a strong and dedicated NSS wing and a Cultural committee dedicated to all societal and cultural programme.

The institute has one online journal with ISSN namely, "Gandharvam" and another off-line journal namely, "Murchhana".

A recording studio has been set up to facilitate teachers and students to record their songs. To support interactive/classroom pedagogical methodologies, the teachers are also encouraged to use ICT tools to deliver their lectures using audios, videos and PPTs.

The college is proud of its faculty members who have made a mark for themselves in various spheres of academics. Student progression rate to higher studies, i.e. in master degree is 23.44%

SDMGMC gives top most priority to its Girls students and female staff. More than 73% are girls students. The institute has started an Online Grievance registration system. For the last 5 years, no cases of sexual harassment or ragging took place.

We, at Sachin Deb Barman Memorial Govt. Music College feel proud to thank NAAC for giving us an opportunity of recognition to mark an impact in the North-East India in the field of music. SDMGMC has the potential which promise dissemination of various forms of Music in North-East India – and perhaps the mind-

sets within mainland India – is silently taking shape and form in Tripura. All right-thinking people will surely wish it God speed.”

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.2.1	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p>1.2.1.1. <b>Number of Programmes in which CBCS/ Elective course system implemented.</b>            Answer before DVV Verification : 20            Answer after DVV Verification: 8</p>										
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p>1) <i>Students</i></p> <p>2) <i>Teachers</i></p> <p>3) <i>Employers</i></p> <p>4) <i>Alumni</i></p> <p>Answer before DVV Verification : B. Any 3 of the above            Answer After DVV Verification: D. Any 1 of the above            Remark : Input edited as per the supportive documents.</p>										
1.4.2	<p><b>Feedback process of the Institution may be classified as follows:</b></p> <p><b>Options:</b></p> <ol style="list-style-type: none"> <li>1. <b>Feedback collected, analysed and action taken and feedback available on website</b></li> <li>2. <b>Feedback collected, analysed and action has been taken</b></li> <li>3. <b>Feedback collected and analysed</b></li> <li>4. <b>Feedback collected</b></li> <li>5. <b>Feedback not collected</b></li> </ol> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website            Answer After DVV Verification: C. Feedback collected and analysed            Remark : Input edited as per the supporting documents.</p>										
2.1.1	<p><b>Average Enrolment percentage (Average of last five years)</b></p> <p>2.1.1.1. <b>Number of students admitted year-wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17							

99	66	88	88	112
----	----	----	----	-----

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
78	46	69	68	89

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
220	220	220	220	220

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
180	180	180	180	180

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23	14	26	23	36

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	09	18	11	26

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

**2.3.3.1. Number of mentors**

Answer before DVV Verification : 20

Answer after DVV Verification: 18

Remark : Input edited as per the clarification response.

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

**2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality /**

**D.Sc. / D.Litt. year wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	3

Answer After DVV Verification :

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

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 338

Answer after DVV Verification: 305

**2.6.3 Average pass percentage of Students during last five years****2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
38	50	57	59	71

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
34	48	52	53	64

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	64	63	67	80

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
40	56	55	61	66

Remark : Input edited as per the excluding diploma students.

**3.1.1 Grants received from Government and non-governmental agencies for research projects /**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3.16	0	0	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	3.62	0	1	0

Remark : Input edited as per the supportive document

**3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years****3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	4	3	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	3	3	0

Remark : Input edited as per the considering only the journals having ISSN number and which are listed in UGC-CARE, SCOPUS, SCIENCE DIRECT AND WEB OF SCIENCE.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the award letters. appreciation certificates is not consider here.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
70	35	150	35	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
05	02	09	01	0

Remark : Input edited as per the supportive documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
103	169	177	68	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
103	169	177	0	0

Remark : Input edited edited as per the clarification response reference metric 3.3.4

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

**3.4.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-**

**job training, research etc year-wise during the last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the supportive documents.

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)****4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 1

Answer after DVV Verification: 0

Remark : Input edited as per the supportive documents.

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)****4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6.56	2.11	1.84	2.87	4.55

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.55	1.11	1.62	2.70	3.28

Remark : Input edited as per the consolidated document provided by HEI, salary components is not highlighted under this metric and data is mismatched.

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

Answer before DVV Verification:

--	--	--	--	--



2020-21	2019-20	2018-19	2017-18	2016-17
0.18	0.11	0.19	0.58	0.18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.05	0.98	0.19	0.63	0.53

Remark : Input edited as per the clarification response.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6.56	2.11	1.84	2.87	4.55

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4.9	0	10.19	2.87	4.46

Remark : Input edited as per the consolidated document provided by HEI, salary components is not highlighted under this metric and data is mismatched.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
36	14	27	27	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
45	20	31	41	9

Remark : Input edited as per the HEI provided the consolidated list of the students.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	3	14	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	6	4	14	7

Remark : Input edited as per the clarification response.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28	24	25	22	15

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	22	25	23	29

Remark : Input edited as per the consolidated list provided by HEI.

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

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

Answer before DVV Verification : 131

Answer after DVV Verification: 114

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	42	28	21	22

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	42	28	21	22

Remark : Input edited as per the supportive documents.

**5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)****5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	12	27	20	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	7	23	12	7

Remark : Input edited as per the excluding the celebrations and commemoration days.

6.3.4	<p><b>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).</b></p> <p>6.3.4.1. <b>Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 600"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>8</td> <td>1</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 813"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supportive documents</p>	2020-21	2019-20	2018-19	2017-18	2016-17	2	8	1	0	3	2020-21	2019-20	2018-19	2017-18	2016-17	1	1	1	0	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	8	1	0	3																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	1	1	0	1																	
6.4.2	<p><b>Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)</b></p> <p>6.4.2.1. <b>Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1171 1046 1305"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0.048</td> <td>0.048</td> <td>0.048</td> <td>0.048</td> <td>0.048</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1384 1046 1518"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0.048</td> <td>3.63</td> <td>0.048</td> <td>0.048</td> <td>0.048</td> </tr> </tbody> </table> <p>Remark : Input edited as per the supportive documents.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0.048	0.048	0.048	0.048	0.048	2020-21	2019-20	2018-19	2017-18	2016-17	0.048	3.63	0.048	0.048	0.048
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.048	0.048	0.048	0.048	0.048																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.048	3.63	0.048	0.048	0.048																	
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above  Answer After DVV Verification: D. 1 of the above</p>																				

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>28</td> <td>28</td> <td>28</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	28	28	28	28	28	2020-21	2019-20	2018-19	2017-18	2016-17	20	20	20	20	20
2020-21	2019-20	2018-19	2017-18	2016-17																	
28	28	28	28	28																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
20	20	20	20	20																	
1.2	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>28</td> <td>28</td> <td>28</td> <td>28</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>8</td> <td>8</td> <td>8</td> <td>8</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	28	28	28	28	28	2020-21	2019-20	2018-19	2017-18	2016-17	8	8	8	8	8
2020-21	2019-20	2018-19	2017-18	2016-17																	
28	28	28	28	28																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
8	8	8	8	8																	
2.1	<p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>157</td> <td>67</td> <td>91</td> <td>95</td> <td>116</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>78</td> <td>46</td> <td>69</td> <td>68</td> <td>89</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	157	67	91	95	116	2020-21	2019-20	2018-19	2017-18	2016-17	78	46	69	68	89
2020-21	2019-20	2018-19	2017-18	2016-17																	
157	67	91	95	116																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
78	46	69	68	89																	
2.3	<p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>46</td> <td>38</td> <td>50</td> <td>57</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>34</td> <td>48</td> <td>52</td> <td>53</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	46	38	50	57	59	2020-21	2019-20	2018-19	2017-18	2016-17	40	34	48	52	53
2020-21	2019-20	2018-19	2017-18	2016-17																	
46	38	50	57	59																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
40	34	48	52	53																	

3.1	<p><b>Number of full time teachers year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 271 986 383"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 461 986 573"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>32</td> <td>33</td> <td>33</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	29	30	30	30	30	2020-21	2019-20	2018-19	2017-18	2016-17	30	30	32	33	33
2020-21	2019-20	2018-19	2017-18	2016-17																	
29	30	30	30	30																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
30	30	32	33	33																	
3.2	<p><b>Number of sanctioned posts year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 734 986 846"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>31</td> <td>32</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 925 986 1037"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>37</td> <td>37</td> <td>38</td> <td>38</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	30	30	31	32	33	2020-21	2019-20	2018-19	2017-18	2016-17	37	37	37	38	38
2020-21	2019-20	2018-19	2017-18	2016-17																	
30	30	31	32	33																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
37	37	37	38	38																	
4.2	<p><b>Total Expenditure excluding salary year-wise during last five years ( INR in Lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1200 986 1312"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6.56</td> <td>2.11</td> <td>1.84</td> <td>2.87</td> <td>4.55</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1391 986 1503"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10.50</td> <td>3.30</td> <td>9.86</td> <td>10.32</td> <td>4.69</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	6.56	2.11	1.84	2.87	4.55	2020-21	2019-20	2018-19	2017-18	2016-17	10.50	3.30	9.86	10.32	4.69
2020-21	2019-20	2018-19	2017-18	2016-17																	
6.56	2.11	1.84	2.87	4.55																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
10.50	3.30	9.86	10.32	4.69																	