



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
GOVT. RAJMATA VIJAYARAJE SINDHIYA KANYA
MAHAVIDYALAYA KAWARDHA, KABIRDHAM CHHATTISGARH
KAWARDHA
Chhattisgarh
491995**

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

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	GOVT. RAJMATA VIJAYARAJE SINDHIYA KANYA MAHAVIDYALAYA KAWARDHA, KABIRDHAM CHHATTISGARH KAWARDHA Chhattisgarh 491995	
2.Year of Establishment	2005	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	4	
Programmes/Course offered:	4	
Permanent Faculty Members:	9	
Permanent Support Staff:	4	
Students:	1312	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. Established in 2005 in urban area, is an undergraduate and the only girls' college in the district catering educational needs of women, built on 5 acres of campus and built-up space of 1506 sq mts.2. The college is affiliated with Hemchand Yadav University, Durg (Chhattisgarh), has no 12B recognition, but has higher demand for student enrolments.3. College caters to the needs of higher education for women from the under privileged communities with majority of students (above 70%) from OBC, ST and SC categories.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-04-2022 To : 08-04-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. VISHNU MAGARE	Vice Chancellor,Pravara Institute Medical Sciences
Member Co-ordinator:	DR. KAMALAXI G TADASAD	Professor,Rani Channamma University
Member:	DR. MANOJ S KAMAT	Principal,DPMs Shree Mallikarjun College
NAAC Co - ordinator:	Dr. A.v. Prasad	

Section II: CRITERION WISE ANALYSIS

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

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

Qualitative analysis of Criterion 1

College effectively implements the curriculum designed by the University. Teachers of the Institution college represent the college in the paper setting, evaluation and another implementation of the curriculum of the university. College offers 04 academic programs and offers enough choices to students in form of elective subjects.

On the basis of the university academic calendar, the college transacts the curriculum in accordance with the teaching plan, and the college academic calendar. Academic plan is prepared / displayed in a value-added way well in advance. In every academic year feedback on curriculum is received to improve and enrich the existing curriculum. This feedback must be channelized by the faculty members and academic plans revised accordingly.

College conducts the internal examination by way of unit tests, pre final tests, oral tests, surprise tests etc. Additional inputs like gender equality, human value, soft skills, environmental cleanliness, tree and plantation, etc are offered to the students, and the college assesses the academic performance of the students on a continuous basis by conducting written, oral, practical examinations.

The complete copy of the course-wise academic plans aiming desired outcomes for all subjects, may be circulated to the students / uploaded on their website regularly, and be evaluated by the HoD/Principal periodically against the implementation.

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

Qualitative analysis of Criterion 2

College claims to assess the learning levels of the students, identifies slow and advanced learners. However, on the basis of such classification needs to be well-defined so as to increase the efficacy of such initiatives. Further, it is not known as to what is the indicator to check the efficacy of the interventions for slow/advanced learners.

College has not offered Certificate/add on courses to students. Less than 4 percent of courses include experiential learning through project work/field work/internship. College must analyse the feedback from students about the relevance and efficacy of such courses. The College needs to show a demonstrated effort in offering Certificate Courses and the utility of MOOC courses to students.

College engages a variety of methods for assessments. College needs to prepare and adhere to guidelines for internal assessment, grading and for alignment of learning goals with expected outcomes.

Grievance mechanism exists but needs to be formalised and ensure time-bound system for resolving of student grievances. Students need to have an opportunity to appeal, and a satisfactory system of grievances avoidance needs to be in place.

The Program Outcomes (PO's), Program Specific Outcomes (PSO's) and Course Outcomes (CO's) need to be uploaded on college website and communicated to teachers and students. An Orientation program needs to be organized for all the students to introduce them to POs, COs and PSOs.

The attainment of POs, PSOs and COs need to be measured through performance in examinations, classroom performance and feedback. The fulfilment of COs, and PSOs may be documented.

The College may work on campus placements/internships obtained and use the feedback obtained from the industry/employee/stake holders for mapping the attainment of the objectives.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.4	Collaboration

Qualitative analysis of Criterion 3

College has infrastructural facilities for teaching, research and conducting practical. The resources for library, sports and cultural activities do exist. However the college needs to urgently augment the above physical resources to cater to its increasing enrollments. College has initiated the usage of green practices, but needs to demonstrate and document its effective usage.

Resource mobilization is limited from external stakeholders, however the College has demonstrated higher success in implementing the government's '*Jana-Bhagidhari Scheme*'.

College needs to create formal cells for research, placements, career guidance and for incubation to attain the desired level of outcomes.

During the last five years the institution has organised activities relating to health, gender sensitisation and orientation of social issues through community involvement. The college needs to take steps for documenting the impact assessment of such outreach programs.

The institution has couple of faculty members in the subjects of Chemistry, Zoology and Botany who have demonstrated their knack for quality research. Other faculty members are yet to make concrete efforts to explore research avenues and other means to transfer of knowledge.

By and large the institution is focusing more on teaching and lesser on research activities except having conducted one seminar every year, published only 4 papers and 3 chapters during the assessment period. In the band of 12 teachers there are 2 teachers possessing Ph.D., 2 possess M.Phil and Ph.D. and 2 are with M.Phil degrees. The college needs to augment a culture conducive for research and motivate the faculty to enrol for Ph.D. programs. College needs to encourage faculty to seek opportunities for creation and transfer of knowledge.

Extension activities are conducted to sensitize students related to social issues and a good number of students participate in extension activities. However, significant efforts have to be put by the College for more formal collaborative activities with the government bodies and surrounding institutions for extension and formal collaborative arrangements as it has good bonding with the governmental bodies.

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

Qualitative analysis of Criterion 4

College has a limited build-up area affecting facilities needed for teaching, research, and conducting practical. Though the available resources are used optimally, there is a need to equip labs and the ICT with space and resources.

College has limited infrastructures for curricular and co-curricular activities and limited resources for health, sanitation, sports, fitness and wellness needs of the students and faculty.

Library though has good collection of books is yet to be automated, needs digital resources, digital search and electronic cataloguing facility and must use integrated library automation software. The efficacy of the Library committee that engages with all the issues related to student requirements from the library and prioritises fund usage needs to be documented.

The College has enough CCTV's, uses Biometrics for teacher & staff attendance, however needs to augment the other necessary digital technology.

College must ensure provision of adequate physical and IT infrastructure and think of private resource mobilisation for infrastructure augmentation, replacements, renewals and updating.

College maintains record of all kinds of curricular and co-curricular changes, utilisation and upgradation in terms of academic and physical facilities. However, it is desirous to resort to maintenance and cleanliness through college support staff, supervision by teachers, student committees and through AMCs.

There is no record as to how the library provides offline help to users, and to Divyanggan users. Library should devise a system for generating member histories and footfalls. College Library may try to enhance its reference book collection through book donations from the collection of private and public sources.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

College has an IQAC Student Support wing involve the student Community in quality enhancement and sustenance practices. College has a Student Council appointed as a part of statutory requirement but has to document student representation in many of its functioning committees.

Students play an important role in the planning, organising and sustenance of the College activities. College has in its place an active NSS cell. Students could be motivated to form small clubs for Quizzing, IT, Career Guidance, Personality Development programs etc and, involve student representatives in socio-cultural initiatives.

College has Alumni Association working informally and efforts are made for its registration. College needs to demonstrate and document that its alumni play an important role in organising of college events, both cultural and sports.

The alumni body can coordinate and collaborate to offer Career guidance, student support as well as mobilization of resources. College could also make efforts for active socio-intellectual initiatives and motivate its present students through the alumni association.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Qualitative analysis of Criterion 6

The college is making efforts to live up to its Vision. The Mission, Core values and the objective statements however rephrased through active consultations. The perspective plans of college need to put in place and reflect the practical following the vision, and mission of the college.

The vision-mission-objective statements need to be well circulated and embodied in all the activities of the College assessments need to be made for validating its functionality and effectiveness.

The governing / advisory body of the College is committed to its cause. The cordial relations of this body with the pr
staff are evident with regards to participative management processes and instilling of decentralisation. The internal g
of the institution is reflective of leadership in tune with its vision and mission.

Various institutional bodies are well established, and their setup and procedures adopted seem to be effective. Where
in areas like that of examination, finance, admission and administration use of digital solutions could be facilitated
gOvernnance.

For the terms of service conditions for employees the Service Rules of 1961 & 1965 of Govt. are followed. Recruit
promotion of both teaching and non-teaching staff done as per rules of government. Welfare measures for teaching
teaching staff for their development exists as per government norms. It must be ensured that substantial number of
participates in professional development programs each year.

Formal and documented performance evaluation process followed by the college is based on Self Appraisal reports a
by UGC for teaching staff. A system of Appraisal Reports for non-teaching staff exists as per government nor

The statutory audit / government audit and AG Audit are conducted regularly. Additionally a committee of Accou
formed for maintaining accounts books. Parallel internal audit committee of teachers need to be deployed. College
document and use a mechanism to oversee the sourcing and spending of the funds through a Monitoring Comm

The two case examples to a limited extent do demonstrate the initiation of operational procedures for incremental
improvements. College needs to institutionalise good practices and document them with evidence and success stori
provide reliable assurance of quality.

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

Qualitative analysis of Criterion 7

College has developed processes to care for gender sensitivity, sensitization, equity and welfare. The college has also under taken various programs to ensure secure, safe and harassment free environment for women.

Formal and informal counselling could be effectively provided through the 'Mentor-Mentee Scheme' to provide help on personal and professional front.

College has conducted Green Audit & Energy Audit and accordingly initiated environment sustainability practices for management of dry and wet waste, rain water harvesting, energy conservation etc. These facilities must be effectively used.

College needs to adopt and document good practices with respect to women hygiene and sanitation, recycling of paper, composting and thereby shows its care and commitment for the environment.

College celebrates the statutory and non-statutory day's national importance and organises special programmes by involving staff and students. College is yet to demonstrate the effectiveness of its activities on issues of inclusiveness and catering to diversity through situational advantages it enjoys.

Celebration of work and life on occasion of birth / death anniversaries of the great Indian personalities, and organising programs for sensitising the students to general socio-economimic problems of the country could be meaningful.

The documentation of 3 Best practices demonstrates its responsible commitment to the students. The College however should systematise and standardise its documentation.

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

Strength:

Young, motivated and dedicated teachers is the greatest strength of this college. The commitment of the teachers to the cause of students despite paucity of infrastructural resources is commendable.

2. Though the students come from deprived and rural backgrounds, they are curious, eloquent and sincere.
3. Excellent demand for enrolments, and commendable current performance.
4. The institution caters to the needs of education of girls particularly that of students from rural / tribal area. Ample number of students belongs from the marginalised OBC / ST / SC communities.
5. Students belonging to remote rural areas are encouraged to take up education as the college is accessible to them.
6. Extension activities are noteworthy.

Weaknesses:

1. The College is understaffed in terms of teaching, administrative and the support / technical staff.
2. College needs to have sufficient physical and technical infrastructure for effective implementation of its teaching and curricular activities.
3. Research culture is lacking. Only 4 among 12 teachers have doctoral degrees.
4. Following University-given syllabus gives no flexibility to cater industry/local requirements.
5. Efforts for campus placement, teacher publications, and collaborative research are lacking.
6. Limited number of demonstrated benefits from academic/industry linkages.
7. Enhancing employability and language competencies of the students

Opportunities:

The strong demand from the students and parents for PG courses in Science, Arts and Commerce streams could be explored.

2. College has enough scope to augment its physical facilities by utilizing the unbuilt second floor of the college building
3. Enhancing the intake to cater to the growing demand after the Women's Hostel. More classrooms and spacious laboratories need to be added.
4. Personality development, Communication and skill-oriented programmes having local relevance, could be initiated.
5. Opportunity for more collaboration related to local economy.

6. Urgently fill up all sanctioned teaching / non-teaching posts.
7. Tap rural talent in sports and skill building.
8. Make MoU Linkages more meaningful for research and innovation with neighbouring institutions of higher education.

Challenges:

Securing financial resources for augmenting technological and physical facilities.

2. Updating with add-on courses in emerging areas., and offer more Value-added courses
3. Attracting more external funding through research proposal grants
4. Augmenting more UG courses in skill and vocational courses.
5. To establish meaningful collaborations with the industry.
6. Promote faculty for high quality research work and provide funding for students.

Section IV: Recommendations for Quality Enhancement of the Institution

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

- 1. Though University prescribes the syllabus, it could be enriched by including contemporary and relevant issues, viable to the locality and the industry.
- 2. The IQAC needs to be more functional in adopting practices that help enhance quality, efficiency and transparency in its academic, social orientation, extra-curricular and good administrative and auxiliary functions with proper documentation and institutionalisation
- 3. Make teaching-learning processes and implementation of academic plan outcome-based. Lay down the processes for effective teaching-learning, feedback, carrying on all activities of the college in tune with its vision and mission of the College.
- 4. Conduct certificate /value-added courses in Communication skills, Spoken English, Personality Development, and Presentation Skills for students' must be undertaken on a priority basis.
- 5. Strongly engage with the local community by undertaking sustainable programs and collaborate with local industry and the governmental bodies formally.
- 6. Engage with the government to make a strong case for infrastructure building and to fill up all teaching and non-teaching vacancies demonstrating the demand for admissions and the performance of the college.
- 7. Encourage a strong feedback mechanism from students, alumni, parents, industry, and local society about the perception of quality and performance parameters of the college and demonstrate action taken on feedback.
- 8. Encourage research and digital knowledge resource building from the faculty, and Conduct capacity development programs for non-teaching staff.
- 9. Benchmark with other institutions running in the same environment/conditions and encourage academic collaborations through more working MoUs.
- 10. Library must make efforts to collect reference books, and complete computerization of library, admission, feedback system and examination system is recommended.

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

Signature of the Head of the Institution

PRINCIPAL

**Govt. Rajmata Vijaya Raje Sindhiya
Kanya Mahavidyalaya-Kawardha
Distt- Kabirdham (C.G.)
Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. VISHNU MAGARE	Chairperson	
2	DR. KAMALAXI G TADASAD	Member Co-ordinator	
3	DR. MANOJ S KAMAT	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place Kawardha

Date 12/04/22