



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

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON **INSTITUTIONAL ACCREDITATION OF** **GOVERNMENT NAVEEN COLLEGE PALI, DISTRICT KORBA** **CHHATTISGARH.**

PALI
Chhattisgarh
495449

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:	GOVERNMENT NAVEEN COLLEGE PALI,DISTRICT KORBA CHHATTISGARH. PALI Chhattisgarh 495449	
2.Year of Establishment	2013	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	9	
Programmes/Course offered:	5	
Permanent Faculty Members:	11	
Permanent Support Staff:	8	
Students:	708	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Only Government Co-educational College in this tribal area 2. Catering to the needs of SC ST OBC students mainly girls 3. College enjoys the status of UGC 2f and 12B	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-03-2022 To : 08-03-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MADAN MOHAN GOEL	FormerVice Chancellor,JAGAN NATH UNIVERSITY
Member Co-ordinator:	DR. KALPANA K MAHAJAN	FormerProfessor,PANJAB UNIVERSITY
Member:	DR. BHARATISH RAO R S	Principal,RVD College of Management and Information Technology
NAAC Co - ordinator:	Dr. Neelesh Pandey	

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 is affiliated with Atal Bihari Vajpayee University, Bilaspur Chhattisgarh and follows the curriculum laid by the University.
- Academic calendar is prepared and implemented as per the guidelines of the university.
- The College offers three under-graduate programs in arts, science, commerce and two post-graduate programs.
- It offers two general and one compulsory undergraduate courses which address Gender issues, Environment and sustainability and human values.
- IQAC is in place
- CBCS system has yet to be adopted.
- Extension services are provided through NSS and Red Cross Cell.
- Feedback from students and parents is taken on google form and analysed from time to time.
- Annual system is followed in UG whereas semester system in PG program

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/external examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.
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

- As per government norms students are admitted. The average enrolment percentage during the assessment period is above 70%.
- Department action plan and lesson plans are prepared.
- 8 out of 13 Classrooms are ICT enabled and most of the teachers use ICT.
- 4 teachers have doctorate degree.
- Teachers identify advance and slow learners during the teaching and respond to them.
- Active learners are engaged in teaching as shadow teachers.
- Participative learning methodology is adopted in class rooms (by organising seminars, group discussion etc.)
- The teachers make lesson/unit wise teaching plan for each class, and maintain work diary for assuring the plan implementation.
- During COVID-19 Pandemic, some teachers of the institute prepared online lessons for the students of UG and PG classes according to the direction of state level and division level committees constituted by department of higher education Chhattisgarh.
- The cultural club, eco-friendly club, women club are functional.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 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.
3.5	Collaboration

Qualitative analysis of Criterion 3

- Existing number of permanent teachers is 11 out of which 3 are PhD and one of them is recognized as research guide.
- The very few publications of the faculty are there.
- Consultancy is not in practice.
- The college has no functional MoU with institution/ Industry/corporate houses.
- The NSS and YRC unit conduct various activities as part of community extension and holistic development.
- The college organises various competitions under SVEEP program.
- One village has been adopted by the college under the “**Unnat Bharat Abhiyaan**”.
- Eco Club has been working having some teachers and students as members.

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

- The Institution is spread in 5 acres with a built up area of 314.36 mts. with 13 classrooms including 8 smart/wifi connected class rooms and three laboratories.
- There are 17 computers and 5 LCD projectors and 3 smart boards.
- The institution has limited sports facilities.
- Library is not automated. It has 8102 books with a sitting capacity of 35.
- The college campus is under 16 CCTV surveillance.
- Canteen facility is not available
- Washroom facilities are available.
- Rain water harvesting system is in place.
- Vermicompost unit and Botanical garden is there.

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 following duly established processes and norms (student council, students representation on various bodies)
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	
	<ul style="list-style-type: none"> • Majority of the students are from economically and academically deprived sections. About 80% of the students are benefitted through scholarships from Government every year. • The college caters to the need of SC, ST and OBC students. • The college has an active students association elected by the students or by nomination as per the instructions of the University. The students' representatives are taken on academic and other committees. • A good number of competitions and cultural activities are organized to provide a platform to students to exhibit their talent. • Only 32 students progressed towards higher education during the last five years. • Grievances Redressal Cell and Anti-Ragging cell are active. • Anti-sexual harassment cell is in place. • Internal Complaint Committee (ICC) is in place and constituted as per norms but records are not properly maintained. • The facility of clean and safe drinking water is there. • There is an alumni association but not registered.

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	<p>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</p> <p>(For first cycle - Incremental improvements made for the preceding five years with regard to quality</p> <p>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)</p>

Qualitative analysis of Criterion 6

- IQAC was established in 2018 and needs to be strengthened.
- Academic Calendar is being followed.
- Google forms are used to take feedback of all stakeholders and analysed for improvement in the functioning of the institution.
- Accounts are regularly audited by internal and external auditors.
- Limited faculty members have attended seminars and orientation courses. However no Conference/seminar/workshop has been organised by the college neither has any financial assistance been given to faculty to attend.
- Maternity leave for women employees and other health benefits are provided to staff as per Government norms.

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

- The college is the only government co-educational college in this tribal area.
- The college takes proper care of the safety and security in and around the college for both girls and boys students. These are maintained by 16 CCTV surveillance system and fencing in the college,
- Various committees look after the discipline in the college.
- The counselling cell of the college provides regular counselling to the needy students both boys and girls, time to time.
- To strengthen the Women empowerment, few programs are organized to spread the message of gender equality amongst the students. Few lectures by invited guests are organized to empower the girl students.
- Commons rooms are provided separately for both boys and girls.
- College committee looks after the cleanliness and waste management.
- As the institution is situated in tribal area, it organizes various programs to promote local culture,
- The two best practices of college are preparation of 'Vermicompost' out of garbage and making College Campus as 'Quarentine Center' during COVID.
- The NSS unit looks after the cleanliness in the college campus, plantation and maintenance of Botanical garden.

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

Strength:

- The college being located in the tribal area, it creates educational accessibility for tribal students.
- The college consists of various academic, extracurricular and administrative committees to ensure timely implementation of the curriculum.
- The teaching learning and evaluation method is good. It considers the needs of the slow learners through remedial coaching and by shadow teachers.
- The team spirit among the faculty members is visible.
- The relationship among teachers and students is cordial.

Weaknesses:

- No regular Principal.
- Lack of focus on research.
- Auditorium, hostel and well-established playground are missing.
- Lack of continuous power supply due to connection from rural feeder.
- Low speed of internet due to unavailability of Broadband connection.
- Weak communication skills of students due to rural background.

Opportunities:

- The College has the potential to attract more financial assistance for research and innovation.
- The College can introduce more UG, PG and vocational courses having employment potential.
- Online courses under MOOC and SWAYAM can be undertaken.

Challenges:

- To implement NEP 2020.
- To convert careless into careful and useless into useful youth for inclusive growth and employability.
- To achieve SDG 2030, there is need of improvement in quality education.

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)

- College need permanent Principal, Librarian, DPE.
- The College needs Play ground and Hostels.
- College needs to organise Conferences/Seminars/Workshops and motivate faculty to publish research papers in journals approved by UGC.
- Financial support be provided to the teachers to attend Conferences/Seminars/Workshops.
- Teachers are to be encouraged to develop MOOC courses.
- Efforts to improve communication skills of English to students and staff need to be made by establishing Language Lab.
- Students should be motivated to take online courses under MOOC and SWAYAM.
- MoU's are required to be made with Industries / Institutions.
- To conduct various educational and cultural activities there is a need of Auditorium.
- Vocational courses which offer employability be introduced.

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. MADAN MOHAN GOEL	Chairperson	
2	DR. KALPANA K MAHAJAN	Member Co-ordinator	
3	DR. BHARATISH RAO R S	Member	
4	Dr. Neelesh Pandey	NAAC Co - ordinator	

Place

Date