



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
GOVT. GUNDADHUR P.G. COLLEGE, KONDAGAON (C.G.)
C-24979
Chhattisgarh
Kondagaon
494226

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

1.Name & Address of the institution:	GOVT. GUNDADHUR P.G. COLLEGE, KONDAGAON (C.G.) Kondagaon Chhattisgarh 494226
2.Year of Establishment	1982
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	3
• Departments/Centres:	15
• Programmes/Course offered:	13
• Permanent Faculty Members:	15
• Permanent Support Staff:	14
• Students:	1592
4.Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. Catering to higher education needs of the students with tribal and rural background from Naxal affected region of Chhattisgarh. 2. Adequate physical infrastructure with potential for expansion. 3. Significant community engagement through extension and outreach activities.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 18-08-2022 Visit Date To : 19-08-2022
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Vinod Jain
Member Co - ordinator:	Srinivasa M Reddy
Member:	Savita Shete
NAAC Co - ordinator:	Dr. L. Manjunatha Rao

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)

<i>1.1</i>	<i>Curricular Planning and Implementation</i>
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
<i>1.2</i>	<i>Academic Flexibility</i>
<i>1.3</i>	<i>Curriculum Enrichment</i>
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
<i>1.4</i>	<i>Feedback System</i>

Qualitative analysis of Criterion 1

The college runs 4 UG programmes –BA ,B.Sc BCA, and,B.Com. and 9 PG programmes. (Economics, History, Geography, Political Science, Hindi, Mathematics, Chemistry,Sociology and Commerce).

Being affiliated, it follows the curriculum and academic calendar developed by affiliating university.The college follows semester system for PG and annual system for UG programmes. The college does not follow CBCS system

The Academic Plan includes theory, practical, lectures, assignments, seminar and projects, field visits. The use of ICT is practiced by the college in teaching-learning process. Seminars and webinars are conducted

College has a vision of empowering the youth of tribal and naxal affected area by providing quality education to uplift their social and educational status and to bring them into the main stream of development. The college inculcates among the students the values of social and gender equality, justice, environment and sustainability, human dignity and professional ethics through curriculum.

However it is pertinent to mention that the curriculum provided by the affiliating university is not outcome based. There is not sufficient integration of skill based courses in the curriculum. Moreover no certificate or diploma programs aimed at specific competencies are being offered.

***Criterion2 - Teaching-learning and Evaluation
(Key Indicator and Qualitative Metrics(QIM) in Criterion2)***

2.1	<i>Student Enrollment and Profile</i>
2.2	<i>Catering to Student Diversity</i>
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	<i>Teaching- Learning Process</i>
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	<i>Teacher Profile and Quality</i>

2.5	<i>Evaluation Process and Reforms</i>
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	<i>Student Performance and Learning Outcomes</i>
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	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

In addition to conventional class room teaching, faculty members employ ONLINE method of teaching using ICT. Slow and fast learners are identified based on unit tests and interactions with the students in the class. Remedial classes, to a limited extent, are conducted. Experiential and participative learning is ensured through seminars, group discussions, field visits, and projects. There was limited use of innovative/creative teaching methods such as models, PPTs, animations and pictures. Peer teaching is also done. to some degree. Well structured mentoring system is not seen.

The evaluation and assessment process is quite robust, credible and transparent. The evaluation of the students performance is done through class tests and internal assessments.Ten percent of the evaluation is done within the college and the rest 90 % by the university.

The institute has a transparent grievance redressal system and processe at the college/university level.

The institution adheres to the academic calendar given by the University and the state governement for the Conduct of continuous internal evaluation.

Since the curriculum does not have specified course outcomes (COs) and programme outcomes (POs), the analysis of the attainments against these outcomes are nonexistent.

**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

The college has three (3) Research Centers in disciplines of Chemistry, Sociology and Economics. Only in the case of Sociology, a faculty member has been identified as Research Supervisor by the affiliating university. The research supervisors in other two disciplines are yet to be recognized. Three Ph.D. students are enrolled in Sociology Research Center. IPR cell as well as Center/Cell for innovation, incubation, entrepreneurship have not been set up as yet. The details of publications are as follows: Research papers in CARE list (13), Book chapters (8) and Books (4).

The institution has conducted extension activities for the common community through National Service Scheme and eco-club which includes adoption of a village, Swachcha Bharat Abhiyan, Health Check-up Camps, Blood Donation Camp, Promotion of Hygiene, plantations, construction of check dams, plantations, awareness about Environmental Protection, road safety programme, voter awareness and covid vaccination campaigns, nutrition awareness programme etc

**Criterion4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrics(QIM) in Criterion4)**

4.1	Physical Facilities
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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	<i>Library as a Learning Resource</i>
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	<i>IT Infrastructure</i>
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	<i>Maintenance of Campus Infrastructure</i>
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 university has 20 acres of land. It has adequate physical infrastructure which includes 2 major buildings accommodating departments, administrative offices, 22 classrooms including 6 smart classrooms, 7 teaching laboratories, 1 computer laboratory (16 terminals), 01 laptop, library, one reading room, gym, girls room and a botanical garden. The college has 32 CCTV cameras. A total of 195 seats are available in 2 Men's hostels and 1 Women hostel run by Tribal Department of Chhatisgarh Govt. A hostel built with UGC grant is currently being used by District Administration.

The college has facilities for outdoor sports (cricket, football, basketball, volleyball, discus throw etc.) and some indoor games like carrom, chess and bandminton.

A central library provides access to the following learning resources: (i) 42538 books, (ii) N- List 199500, e- books and 6175 e- journals. In addition 8 departments have their own departmental library. Library is not automated.

The built up area of the campus has Wi-Fi connectivity through BSNL and Airtel (with 100 Mbps each). There are no AMCs for the maintenance of campus infrastructure except that for website of the college. Fire extinguishers are available in each building.

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

The college has a student union as per the guidelines of the affiliating university and the higher education department of state government. Departmental societies e.g., Chemical society, Ramanujan mathematical society, commerce society and social science council in addition to several clubs (eco club, Red ribbon club, sports committee, cultural committee, Red Cross) and an active NSS unit ensure active participation of the students in administrative, curricular and extra curricular activities.

82 students have participated at All India East Zone Inter University tournaments. A total of 10 gold medals have been awarded to the UG and PG students of the college during the period of 2016 to 2021.

There is an Alumni Association consisting about thousand members. However its registration is under process. The Alumni support is through both cash (Rs.77500) and kind, for example donation of ceiling fans, books, dustbins and development of a botanical garden.

Criterion6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	Institutional Vision and Leadership
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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	<i>Strategy Development and Deployment</i>
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	<i>Faculty Empowerment Strategies</i>
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	<i>Financial Management and Resource Mobilization</i>
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	<i>Internal Quality Assurance System</i>
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>
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Qualitative analysis of Criterion 6

Organizational structure of the College includes governing body, principal, Jan Bhagidari Samiti, department heads, and various committee heads. The governing body of the college oversees the infrastructural development and academic objectives which are aligned with the vision / mission of the college. Implementation of e-governance in areas of administration and student admission and support is being done in a phased manner.

The recruitment of the faculty is on the basis of the government and UGC norms following the reservation policy. It is noted that the permanent faculty is meagre (15). The vacant positions are nearly 50%. Against them temporary faculty have been appointed.

All regular teaching and non - teaching staff avail benefits according to their service conditions such as schemes that include group insurance , PF, Gratuity, maternity leave, summer / winter vacation etc. Some welfare measures such as provision of PF and ESI for temporary non- teaching staff are not in place.

The institution has performance appraisal system for teaching staff only. The accounts are audited. Financial support is available to the needy students from Jan Bhagidari Samiti in addition to the scholarships provided to the reserved category by the government.

IQAC is established by following the norms of NAAC, Bangalore. IQAC has conducted several meetings which has yielded satisfactory results as far as infrastructure maintenance and improvement. However the impact of the IQAC recommendations for quality improvement of academic programs is not tangible.

**Criterion7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)**

7.1	<i>Institutional Values and Social Responsibilities</i>
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <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	<i>Best Practices</i>
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	<i>Institutional Distinctiveness</i>
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 gender sensitivity initiatives are reflected in curricular and co-curricular activities undertaken by Women Empowrment and Harrassment Protection Cell.The college has organized many promotional and awareness creating events related to the rights of women,schemes and measures for self defence.Every floor has washrooms for women; Vending machines for sanitary napkins and equipment for their safe disposal have been installed.are provided to students and faculty members based on their requirement.

The college has the best practice of "Save Electricity" wherein the LED lights are being used for all illumination requirements.In a regionally backward area, the use of ICT in teaching-learning and other matters is visible. College has 32 CCTV's Cameras installed across the campus at important locations.

As part of the green campus initiatives plantation drives have been undertaken and single use plastic has been banned.Rainwater is collected and charged to the ground.The institution celebrates commemorative days and events of national and international importance.The Institution has disabled-friendly, barrier free environment with ramps and washrooms to a large extent.

The college through its sociology and few other departments has deep engagement with the tribal communities of the region.They are contributing to promotion, preservstion and documentation of the rich cultural ,linguistic and social heritage of the various tribes in a significant manner. This institutional distinctiveness is facilitating the main streaming of the tribal youth of the region

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

Overall Analysis

1. Catering to tribal / rural students in one of the less developed part of the country
2. Sufficient land for future expansion
3. Dedicated teachers and good student teacher relationship.
- 4.About 50% deparments with departmental libraries.
5. Well equipped laboratories to meet the requirents of the syllabus.
6. Consistant record of securing gold medals by the students.
- 7.Active NSS unit.

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)

- The college should revisit the existing curriculum and incorporate Course Outcomes and Program Outcomes across all academic programs.
- State government be requested to sanction more faculty positions.
- Automation of the library should be taken up on priority.
- More computers be provided to all departments. Softwares like SPSS, GIS be acquired for disciplines like economics, sociology and geography.
- MOOCs and e-pathasala courses be identified to be included in the curriculum.
- College should apply for "Autonomous" status.
- Apply for research funds from ICSSR, DST, UGC.
- Establish Innovation ,Incubation Centre / Cell and IPR Cell.
- A course on communicative English be introduced for all students.
- A special centre be set up for tribal studies and research.
- The hostel built for girls with UGC grant needs to be made available for accommodating girls

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

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Vinod Jain	Chairperson	
2	Srinivasa M Reddy	Member Co-ordinator	

3	Savita Shete	Member	
4	Dr. L. Manjunatha Rao	NAAC Co-ordinator	

Place:

Date