

INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle - 2)

PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF GOPALPUR COLLEGE

GOPALPUR BALASORE Orissa 756044

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

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Section I:GENERAL INFORMATION			
1.Name & Address of the	GOPALPUR COLLEGE		
institution:	GOPALPUR BALASORE		
	Orissa		
	756044		
2.Year of Establishment	1978		
3.Current Academic Activities at			
the Institution(Numbers):			
Faculties/Schools:	3		
Departments/Centres:	3		
Programmes/Course offered:	15		
Permanent Faculty Members:	18		
Permanent Support Staff:	5		
Students:	735		
4. Three major features in the institutional Context (Asperceived by the Peer Team):	 Spacious Campus (considering the number of students) with reasonably well-built physical infrastructure and good ambience. College is located in the rural part of coastal area of the state and caters to the need of students staying away from the main town. Self-financing that has, despite financial constraints created reasonably good student centric facilities and academic climate. 		
5.Dates of visit of the Peer Team	From: 22-09-2021	chitic facilities and academic chimate.	
(A detailed visit schedule may be included as Annexure):	To: 23-09-2021		
6.Composition of Peer Team			
which undertook the on site visit:			
	Name	Designation & Organisation Name	
Chairperson	DR. SHAILESH ZALA	Vice Chancellor,M K BHAVNAGAR UNIVERSITY	
Member Co-ordinator:	DR. RAKESH RAMAN	Professor,BANARAS HINDU UNIVERSITY	
Member:	DR. ANIL KUMAR	Principal,Maharaja Surajmal	
	SRIVASTAVA	Teachers Training College	
NAAC Co - ordinator:	DR. VINITA SAHU		

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)		
1.1	Curricular Planning and Implementation	
1.1.1	The Institution ensures effective curriculum delivery through a well planned and	
QlM	documented process	
1.1.2	The institution adheres to the academic calendar including for the conduct of CIE	
QlM		
1.2	Academic Flexibility	
1.3	Curriculum Enrichment	
1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human	
QlM	Values ,Environment and Sustainability into the Curriculum	
1.4	Feedback System	

Qualitative analysis of Criterion 1

Gopalpur College is situated at remote rural Gopalpur region located at a distance of 32 Kms from the Balasore town of Odisha. Established in 1978 on the famous Salt Road the college was initially affiliated to the Utkal University but after the formation of Fakir Mohan University in 1999, it has transmigrated to that University. It is a non-government aided co-educational institute. The College having In-charge principals since 2013 as the government is not making permanent appointment of principals.

The College is registered under 2f and 12 B of UGC. It has a campus spread over 13.6 acres (which also houses one general and one vocational school) and built-up area of 4742 Square meters. The physical structure is well built with spacious and well-ventilated class rooms and appropriate infrastructure for creating a good ambience. It has space for sports and extra-curricular activities. The college follows academic calendar of the affiliating University with necessary interventions specific to the institution. It initially taught intermediate arts but has subsequently launched degree courses in Arts (1987), Science (1999) and Commerce (2004). It is now teaching honours courses in 15 subjects. It follows the semester system and CBCS pattern adopted by the University and besides core courses also allows the students to choose ability enhancement, skill enhancement and generic courses/electives. The College, on its parts has introduced some specific skill enhancement certificate and diploma courses. Admission of students is made through e-Admission process on Students Academic Management System (SAMS) portal controlled by the Government. The total number of teaching staff against UGC approved posts is only 18 (31 including governing body appointees) which is considerably low for teaching honours courses in 15 subjects and 735 odd students. It has been learned that the vacant posts are not filled easily by the govt. It has a system of continuous assessment of students through unit tests and mid-term examinations. The University however doesn't give autonomy to teachers to use their own method of evaluating students in internal exams. Some teachers use multimedia and other pedagogical tools and experiential learning is promoted in a limited way. Insufficient exposure to teachers in handling ICT tools has been limiting factor in imparting effective teaching during COVID-19 times.

The institution has created a system of Administrative and Internal and External Financial Audit. In the name of Academic audit only performance appraisal of teachers is done which is mandatory as per the Odisha Govt.

The reports are uploaded on Human Resource Management System portal of the Govt., but efforts to analyse the same at the institutional level and take follow up action is missing. This applies to the student feedback system as well.

The College is going for its second cycle after a lapse of close to 13 years that is surprising. It has a functional IQAC that was established in 2012. The Cell has played role in creating ideal quality parameters and encouraging the teachers to follow it. It has also been involved in organising seminars and programs for this purpose.

Criterion	2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile	
2.2	Catering to Student Diversity	
2.2.1	The institution assesses the learning levels of the students and organises	
QlM	special Programmes for advanced learners and slow learners	
2.3	Teaching- Learning Process	
2.3.1	Student centric methods, such as experiential learning, participative learning and problem	
QlM	solving methodologies are used for enhancing learning experiences	
2.3.2	Teachers use ICT enabled tools for effective teaching-learning process.	
QlM		
2.4	Teacher Profile and Quality	
2.5	Evaluation Process and Reforms	
2.5.1	Mechanism of internal assessment is transparent and robust in terms of frequency and	
QlM	mode	
2.5.2	Mechanism to deal with internal examination related grievances is transparent, time-bound	
QlM	and efficient	
2.6	Student Performance and Learning Outcomes	
2.6.1	Teachers and students are aware of the stated Programme and course outcomes of the	
QlM	Programmes offered by the institution.	
2.6.2	Attainment of programme outcomes and course outcomes are evaluated by the institution.	
QlM		
2.7	Student Satisfaction Survey	

Admission of students into UG Courses is made through e-Admission process on Students Academic Management System Portal created and maintained by the Government. Portal gives admission as per the choice and merit of students. Admission criteria, reservation rules, seat availability information are provided to the applicants through the college website and notice board. The College website is updated and maintained. There is however no prospectus developed for the benefit of students. Almost all the students are from nearby areas.

Even after 42 years of its establishment the College has not been able to start any self-financing programme something that would have created better employment opportunities for the taught beside generating resources for the institution. There is no emphasis on introducing higher level computer skilling course as well. In the SSR it has claimed to have two Smart Class rooms it only has two classrooms with projectors fitted. The ICT infrastructure is not sufficient and faculty members are using ICT in a very limited way for teaching and learning. They are mostly using their mobile phones for on line teaching. The students are being taught online during the pandemic but in the absence of any training to teachers to conduct online teaching, the effectiveness is not very high. Teachers share teaching material with the students. The College promotes experiential learning in limited way and students are involved in projects and extension activities.

It is offering support to slow learners and trying to create new learning opportunities for the advanced learners in a modest fashion. It says that it promotes peer learning and has made efforts to encourage better performing

students in different classes to have sessions and interaction with lagging students but no evidence of the same could be found. The College organises remedial classes for slow learners and teachers discuss the result of lagging students and give them tips and guidance to improve their performance.

The schedule of internal examinations is decided by the College and students are duly informed. Teachers set question papers and evaluate answer sheets but cannot have alternative method of evaluation. Tests and midterm exams are conducted periodically and semester end examinations are conducted as per university rules. Mechanism to deal with examination related grievances is transparent, time-bound and efficient. There is a system to show to the students the valued answer scripts of internal exams if they have grievance. Surprisingly however, there is no complain relating to evaluation ever lodged by the candidate. The College, as an affiliated entity doesn't have a scientific system of evaluating course and program outcomes.

The College collects feedback from the students on teacher performance and facilities at the college on a regular basis. It has not developed online feedback form for both students and guardians. Records show that student feedback about the course are not tabulated and analysed. The College does not keep a proper record of corrective actions taken.

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

The College has not been able to encourage and enthuse its teachers to apply for research projects and pursue research and publication something that has prevented teachers from getting research exposure and improve their publication and professional record. This has deprived students from participating as research assistants. The institution has organised Seminars and Workshops but most of these are restricted to few subject areas and there is very little participation from some subjects. There is hardly any Faculty Development Programme organised even in online mode. Further, in most seminars the number of participants has been very low. The College has not been successful in involving faculty members from other parts of Odisha and reputed universities of the nation. It has also not organised online lectures and invited talks something that could have been done at very low cost.

The publication record of teachers is not at all satisfactory. Not a single paper in UGC recognised journal has been published by them in 2018-19 and 2019-20. Only two instances of chapters in the books could be found. Shockingly none of the faculty members/departments during the last three years have been able to get any research project funded by the government or external bodies like UGC, ICSSR, ICHR, DST etc. This reflects a very poor state of affairs. No publication, no project creates this impression that the institution does not value research as a very important component of higher education. Out of 31 teachers only 6(29%) have got PhD while some have M.Phil. This creates the impression that the college has not been able to promote research culture among its teaching staff. On deeper investigation it was learnt that since most teachers are paid very low salary (less than Rs. 10,000 pm) and there is no reward and increment by the Govt. of Odisha for obtaining PhD even for permanent teachers, the motivation to do PhD and carry out research is missing.

The interaction of the College with the local community is somewhat satisfactory. The students are engaged in education-cum-welfare programmes carried by NSS, YRC, Sports Club, Eco Club, Science Society, Employment Information and Counselling Cell, Odia Sahitya Samaj, Swachha Bharat Abhiyan and Cultural Association. The institution claims that it also organises road shows, rallies, event management, etc. with the support of students.

At the moment the College has MOU with Secretary Swachh Bharat Abhiyaan, Vivekanand Kendra, Academy of Business Administration, Balasore, some NGOs but no functional MOUs with educational Institutions of national, international importance or other universities etc. It has twice taken its students on industrial visit to a local industry situated in Balasore that it claims as MOU. The College has adopted Baringa and Paiskasta villages in the immediate vicinity for guiding the rural people in handling their social, hygienic and other problems including encouraging the children in the area to enroll themselves for higher education, something that could have education more meaningful and at the same time encouraged students' genuine participation in societal activities and nation building.

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

The college is having classrooms with adequate furniture, projectors, seminar hall, network resource centre-cum-language lab, dark room, 6 lecture halls, canteen, rest rooms for boys, girls and staff, departmental class rooms, IQAC conference hall, NSS & YRC office, reasonably well-equipped laboratories, toilets facilities etc. The team however could not find sufficient sports equipment. The campus area is 13.6 acres (with two schools also housed in the campus) and built-up area is 4742 Square Mts. The space available and infrastructure appear to be adequate at the moment for the programs being run. There is however need to expand the staff room and provide sufficient space where teachers could sit and work.

The institution has a girls hostel (50 seat capacity) but no boys hostel. The girls hostel has sanitary napkin insinuator. For the time being since it is getting boy students living in the vicinity, it is okay but if professional and postgraduate courses are introduced in future the need for hostel will be felt. It has sufficient free land available and RUSA may be requested for funding for creation of other student amenities. The college needs to construct more facilities for especially abled students,

The College has a very small computer lab and there is an old server bought in 2012. It has only 37 desktop computers with no LAN facility. Number of computers is grossly insufficient (not even 0.05 computer is available per student) thereby significantly restricting the possibility of poor rural students getting a chance to harness computer skill. Computers are connected with internet. The College claims that the campus is WiFi, free reliance service provided by the government. There is no licenced software purchased. The campus, building and class rooms are fairly well maintained. The college has signed Annual Maintenance Contact with a business concern for website, computer and software maintenance.

The Central Library with reading room facilities has 9482 text books and 3913 reference books. The number of books is grossly unsatisfactory and this has been communicated by the students also. Barcoding of books have been done. The library has a digital section with 1830 downloaded free e-books and 227 e- journals. The library has Edmin Software 2.0 version. On line accession register is available, and book issue is done using

the software. It has some Encyclopaedia also but no rare books or manuscripts. In addition to the main library, departments like English, History, Political Science, Sanskrit and all science departments have departmental libraries that house very small number of important text books related to the subject. The library has not forged liaison with the parent University (that has a very good library) essential for access of the e-resources of the University library. Reprographic facility is available. The provision for purchase of books, journals and e-journals is made in the budget but it is felt that provision is not adequate.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)		
5.1	Student Support	
5.2	Student Progression	
5.3	Student Participation and Activities	
5.3.2	Institution facilitates students' representation and engagement in various administrative,	
QlM	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	There is a registered Alumni Association that contributes significantly to the development of	
QlM	the institution through financial and/or other support services	

Gopalpur College has promoted democratic process of student engagement in the welfare activities of the college. There is system of nominating one student representative securing highest mark in fourth semester examination to represent the student community in IQAC. The involvement of students in activities of the Colleges could be felt. They feel themselves as part of the institution and maintain very good relationship with the teachers and administration. Students are involved in assisting the teachers in organizing departmental seminar, study tour, workshop and proctorial classes.

The College has a registered Alumni Association functioning since 2006. It is set up vide Fakir Mohan University Letter No. 3063(60) Dt.24.09.2003 and 3627(66) Dt.11.11.2003. The Association is registered under Society Registration Act XXI of 1860 with Registration No.8399-120/2006-07 dated 23.03.2007. Interaction of the NAAC Peer team with the alumni association showed that the institution has not developed a dependable method of forging association with the alumni. There are only 322 registered alumni (meagre for an institution of 48years). Though the number of registered alumni is not very large but they are involved and are willing to contribute in the image building and problem solving of the College. Alumni are also represented in various allied bodies of the college such as IQAC, Governing Body and Development and Planning Committee. The college however needs to further strengthen tie with the alumni and benefit from their networking and resources in creating employment avenues for its students.

Hostel facility exists for girls but not for boys. Health care services are not available say one expect the first aid box which the college maintains. It claims that doctors are available in the govt hospitals nearby and their services are taken in case of need. Parking facility, sports facilities etc. are available which are in use both by staff and students. There is a girls hostel as well. College does not have qualified counsellors who could provide assistance to the depressed/ troubled students. Student mentoring system is developed. The grievance redressal cell, counselling centre, sexual harassment cell, anti-ragging cell are existing but their involvement and participation is not clearly documented may be due to lack of awareness of the administration.

The students are engaged in education-cum-welfare programmes carried by NSS, YRC, Sports Club, Eco Club, Science Society, Employment Information and Counselling Cell, Odia Sahitya Samaj, Swachha Bharat Abhiyan and Cultural Association. The student support is taken to organize road shows, rallies, anchoring, event management, AIDS awareness camp, self-defence programme for girls, active citizenship programme, youth fair, blood donation camp, etc.

College doesn't have any full proof method of keeping the record of number of students who have moved for

launching post graduate courses in the college later.

pursuing post graduate degree after passing out something that might have helped in analysing prospects for

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	n6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in		
Criterio			
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		
QlM	the institution		
6.1.2	The effective leadership is visible in various institutional practices such as decentralization		
QlM	and participative management		
6.2	Strategy Development and Deployment		
6.2.1	The institutional Strategic / Perspective plan is effectively deployed		
QlM			
6.2.2	The functioning of the institutional bodies is effective and efficient as visible from policies,		
QlM	administrative setup, appointment and service rules, procedures, etc.		
6.3	Faculty Empowerment Strategies		
6.3.1	The institution has effective welfare measures for teaching and non-teaching staff		
QlM			
6.3.5	Institutions Performance Appraisal System for teaching and non-teaching staff		
QlM			
6.4	Financial Management and Resource Mobilization		
6.4.1	Institution conducts internal and external financial audits regularly		
QlM			
6.4.3	Institutional strategies for mobilisation of funds and the optimal utilisation of resources		
QlM			
6.5	Internal Quality Assurance System		
6.5.1	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing		
QlM	the quality assurance strategies and processes		
6.5.2	The institution reviews its teaching learning process, structures & methodologies of		
QlM	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)		
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Gopalpur College is managed by the Governing Body with supervision by Department of Higher Education that formulates broad policies and guidelines. The governing body is a statutory body with representation from various sections and approved by the Government. It is responsible for taking all the decisions and carrying out the normal functions of the college. The principal is the ex-officio Secretary of the Governing Body who carries out its decisions. He is assisted by the inputs from staff council, academic council, land committee, IQAC, NSS, YRC, Sports Club and other similar bodies. These bodies have representation of teaching staff and students that symbolises decentralised and participatory management. The mission and vision of the College are well defined and clearly articulated.

Various Cells and Committees have been constituted for the effective functioning of the College. There is a grievance redressal cell, prevention of sexual harassment committee and anti-ragging unit to address the related issues. The performance appraisal system for Teaching and Non-teaching staff is working but the college does not have a clearly articulated plan to take corrective action for the erring / lagging staff. The College conducts financial audits regularly.

The Internal Quality Assurance Cell was established in 2012. IQAC has representation from the field of academics, industry, N.G.O., alumni, students, governing body, senior teachers, non-teaching staff etc. The College identifies two crucial roles of IQAC- managing a robust feedback mechanism and ensuring internal and external financial audit. The role with regard to bringing improvement in teaching quality, promoting research, promoting experiential learning, organising academic activities and awareness programmes has been given less credence.

Lack of sufficient fund has not allowed the college to implement welfare measures to keep the morale and motivation of the employees high. The salary paid to teaching and non-teaching staff is very low. Even the permanent teachers with more than 25 years of experience working against govt. approved posts are getting less than Rs. 45000 pm. They don't have pension facility. The gratuity ceiling fixed by the government is very low. The welfare measures like Group Insurance for employees, Employees Cooperative Credit Society etc. are not there. Women teachers are given 6 months maternity leave but there is no Child Care Leave.

Criterion 7	' - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in		
Criterion 7	· •		
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		
QlM	vears.		
7.1.3	Describe the facilities in the Institution for the management of the following types of		
QlM	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		
7.1.8	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e.,		
QlM	tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and		
	other diversities (within 500 words).		
7.1.9	Sensitization of students and employees of the Institution to the constitutional obligations:		
QlM	values, rights, duties and responsibilities of citizens (within 500 words).		
7.1.11	Institution celebrates / organizes national and international commemorative days, events		
QlM	and festivals (within 500 words).		
7.2	Best Practices		
7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format		
QlM	provided in the Manual.		
7.3	Institutional Distinctiveness		
7.3.1	Portray the performance of the Institution in one area distinctive to its priority and thrust		
QlM	within 1000 words		

Safety and security of girl students and faculty are taken care of. The college campus is fenced and trespassers are not allowed without permission. The campus has CCTV cameras in some areas. The College administration seems to be committed for promoting gender equity and keen to handle any instances of harassment of women. Sexual Harassment Prohibition Cell has been constituted in line with the order of the Odisha Government and grievance redressal mechanism is operative through women empowerment cell. Desirous girl students are also trained in girls are trained in Self-Defence Programme. For deprived sections Equal Opportunity Cell and other bodies are thee. A number of sensitization programme and workshops on women empowerment have been carried out in the past. Mentoring system is implemented. Anti-ragging provisions are in vogue and there is anti-ragging committee that keeps counselling the students. Students' grievance committee exists. Common room facilities are provided for boys and girls.

The College has a rain water harvesting system in place and two borewells have been constructed for ground water recharge. There is also a system for waste water recycling though its efficiency and effectiveness need substantial improvement. The College has a compost pit in which fallen leaves, dried flowers, old saplings, dead trees, leaf-plates from college canteen, dried grass etc. are disposed-off and converted into bio-compost. E-waste is dumped in a room and there is no devised means of safely disposing them. Soak pits have been

constructed for disposal of chemicals and other wastes from labs. Any special initiative for plantation and beautification of campus was not discernible. The surplus land of the College has two botanical gardens, a garden for medicinal plant and one woodland.

The College through different forums has tried to forge relationship with the local community. It has organised blood donation camps, health check-up programmes, Consumer Right Sensitisation Programmes etc. however, the continuity in such initiatives seem missing. These programs need to be carried on a regular and recurring basis then only they create impact otherwise they are reduced to a source of giving certificates to students.

The Campus is declared plastic free campus. The College claims that it has provided facilities for differently abled students but these facilities seem largely insufficient. Even ramp for differently abled students is available only at some places only. There is no discrimination reported. The institution organises national and regional festivals, Birth / Death anniversaries of Great Indian and International inspiring personalities and National celebration on 15th August and 26th January etc.

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

Strength:

- 1. The Institution is self-financing private institution and the management committee with very small number of students (restricted by the affiliating university) is making all efforts to manage the finances.
- 2. The institution has a good work climate and the teachers even though they are being insufficiently paid are very committed and administration very dedicated.
- 3. The Institution has a registered Alumni Association and a functional Parent-Teacher Association which play a part in the development of the Institution.
- 4. Adequate physical Infrastructure and surplus land (13.6 acres) for the present strength and expansion.
- 5. The Institution has strived hard for fostering a system and climate where mechanism and bodies like anti ragging, grievance redressal etc. prevent any kind of discrimination and promote
- 6. The Institution caters to the needs of local community especially the weaker sections and has good interaction with the society. It has played a good role to educate remote area students especially girl students. It has reduced drop out ratio to a considerable level.
- 7. It has also promoted green energy by installing Solar Panel generating 375 watts.
- 8. The infrastructure, though needs further improvement yet whatever infrastructure the college has is properly maintained and used.
- 9. It has created a number of fora for students involvement and has effectively carried out extension activities.
- 10. Even though it is a remotely located rural college, the performance of its students in University exams has been very good that speaks volumes of the commitment of teachers and management.

Weaknesses:

- 1. The institution has about 28% teaching post sanctioned by the UGC lying vacant (There are only 18 permanent teachers working) something that is adversely affecting teaching-learning process.
- 2. The intuitional and individual research activities are very unsatisfactory. The institution has hardly done anything for promotion of research. Very few teachers are having PhD in their respective discipline. Their publication record is also very poor.
- 3. It does not have any student exchange programmes and faculty exchange programmes with reputed institutions at the national and international level.
- 4. It does not have a Master Program and professional/job-oriented/special financing courses. This is forcing the students to move out for further degrees and at the same time not giving sufficient opportunities for teachers to develop.
- 5. The Institution has not created sufficient ICT infrastructure and provided training to teachers for on line teaching. There is no e-learning material created for the benefit of students.
- 6. Insufficient ICT infrastructure, language lab and other facilities.
- 7. The library facility is insufficient. Library is not fully automated and there is no linkage with other libraries.
- 8. There is no concerted effort to give career counselling to students and no effective placement cell functioning.
- 9. The institution has not created sufficient opportunity for students to participate in sports. The process is hampered also by the vacant position of Physical Education teacher.
- 10. It is not having sufficient and vibrant industry linkage. The exposure given to students in extension activities related to their subject is also limited thus limiting scope for experiential learning.

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11. They are not using government designed and created websites/ e-learning resources.

Opportunities:

- 1. The Institution needs to fill the vacant teaching posts and introduce new subjects that could attract more students.
- 2. Some diploma courses which cater to the needs of the industry and enhance employability, can be introduced. Besides some professional/self-financing courses and post graduate courses could be started.
- 3. Faculty members could be motivated to pursue doctoral and post-doctoral research and publish in reputed national and international journals which are included in the UGC CARE list.
- 4. The Institution can create appropriate research climate by promoting teachers' involvement in sponsored research projects.
- 5. The Institution could strengthen linkage with the affiliating University and other Colleges initially for organising webinars/lectures/training programmes and promoting participation in its faculty in such programs.
- 6. The institution could set up a fully equipped computer lab that could increase professional skill of students.
- 7. The institution could establish industry-academia linkages so as to create competencies that would increase the employability of students. It could also make the incubation centre more effective.
- 8. The Institution has not forged effective linkage with alumni. If it is done in a planned way placement record of the taught would increase besides some resources could also be generated.
- 9. It could mobilize more funds from the State Government and the Parent University for the conduct of seminars, workshops, faculty development programmes, etc.
- 10. The college can forge relationship with the University Library to extend use of online library resources.

Challenges:

- 1. A major challenge before the college is insufficient number of seats in different honours discipline (seat sanctioned by the University varies from 8 to 16 in different subjects). This results in low fee collection and insufficient use of teaching resources.
- 2. Introducing and running self-financed new courses in UG and PG programmes is a major challenge due to low paying capacity of local guardians.
- 3. An important challenge is to continue online teaching during pandemic as teachers lack training and students do not have resources to make the effort successful.
- 4. A major challenge for the institution is to adapt to the changing requirements of the job market and adjust accordingly.
- 5. Another challenge is providing placement opportunity to the students.
- 6. The institution also faces the challenge of motivating students to pursue higher education after graduation. With no PG courses in the college the problem becomes difficult.
- 7. Keeping the teaching and non-teaching staff motivated in the face of payment of very low salary to them is a major issue.
- 8. Creating a climate for research in the College and encouraging teachers to publish and participate in academic forum is a problem as the staff do not see any benefit accruing of such endeavours.
- 9. Creation of e-resources by the faculty is a major challenge given their level of training and expertise.

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 take appropriate steps to fill the vacant teaching posts.
- Teaching and non-teaching staff are not being sufficiently paid. College should generate resources from other sources (RUSA funding for infrastructure for instance) so that the staff are assured a minimum salary as per the UGC norm.
- Efforts should be made to introduce employment oriented, add-on and enrichment and self-financing courses.
- Programs to train and orient teachers to prepare research proposals for external funding and carry out research activities involving students be launched and the help of university experts could be sought.
- Teachers should be encouraged to do PhD and with the help of the affiliating University the process of their registration, coursework etc. could be simplified.
- Smart Classrooms with Wi-fi Facility be established and extensive use of ICT in Teaching Learning process be promoted.
- For the quality maintenance, sustenance and enhancement, a more vibrant IQAC is required in line with the NAAC guidelines.
- Perspective planning and development of the college with website and e-office is recommended. e-Library facility using appropriate softwares for effective functioning be part of the automation process.
 College should tie up with the University Library for extension of library facilities.
- Language Laboratory be established and innovation and incubation centers be upgraded and improved.
- Student Centric facilities be made the focal point, indoor and outdoor sports facilities be upgraded and online feedback system be developed and procedure to take follow up action on the same be developed and maintained.

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

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Sl.No	Name		Signature with date
1	DR. SHAILESH ZALA	Chairperson	
2	DR. RAKESH RAMAN	Member Co-ordinator	
3	DR. ANIL KUMAR SRIVASTAVA	Member	
4	DR. VINITA SAHU	NAAC Co - ordinator	

Place

Date