



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF GOVT. COLLEGE JUKHALA, DISTT.- BILASPUR, H.P.

**Bilaspur
Himachal pradesh
174033**

**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. COLLEGE JUKHALA, DISTT.- BILASPUR, H.P. Bilaspur Himachal pradesh 174033	
2.Year of Establishment	2007	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	14	
Programmes/Course offered:	3	
Permanent Faculty Members:	16	
Permanent Support Staff:	11	
Students:	456	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to higher educational needs of hilly rural area. 2. Government Coeducation Degree college with 2(f) & 12B recognition. 3. Intake of girls students above 60%	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 24-09-2018 To : 25-09-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PRASADA RAO ALAMANDA	FormerProfessor,Andhra University
Member Co-ordinator:	DR. PURUSHOTTAM MARVANIA	Professor,Department of Economics Saurashtra University Rajkot
Member:	DR. NP SINGH	FormerPrincipal,Meerut Institution
NAAC Co - ordinator:	DR. K. RAMA	

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
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

College is located in the rural-hilly region of Himachal Pradesh. College offers UG programmes for Arts , Commerce and Science streams. Curriculum is designed and developed by the affiliating Himachal Pradesh University. Effective implementation of curriculum is ensured through teaching plans conforming to academic calendar. College strictly adheres to university schedule and that of Directorate of Higher Education. Principal monitors effective implementation of curricula from time to time. As per the University directive college has switched over to Annual Mode of curriculum transaction in place of semester mode effective from 2018-19. College follows 30% CCA and 70% SEE as mode of evaluation. Formal feedback mechanism on the course content yet to evolve. College offers no add-on courses. Curricula revision undertaken by the affiliating university. A few faculty members of the college serve in the respective BoS and contribute towards curricula revision.

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, after admission and organises special programs 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
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Admission process widely publicized. All eligible candidates are admitted as per the norms of the university and the rules of State Government. Admission profile indicates majority of intake is from general category. Learning levels of students assessed through periodic tests. Slow learners are paid individual attention. College provides facilities like OHP, LCD and Smart-board, Wi-Fi and INFLIBNET. Mostly black-board teaching followed supplemented by educational tours, projects, field visits in some departments as applicable. Medium of instructions is bi-lingual i.e. Hindi & English in B.A. and B.Com. programmes whereas in B.Sc. it is through English only. 30 marks of CCA are split as follows: 15 marks for mid-semester test, 10 marks for assignment and 5 marks for attendance. Semester end / Year End examination is evaluated by the university. Recruitment of teachers is through State Public Service Commission in accordance with the UGC & State Government norms. At present out of 18 sanctioned positions 16 are filled with one deputation from nearby college. However recurrent transfers deter academic growth of the institution. Taking of feedback from the student and using the same input for teacher quality enhancement not in place. Institution need to develop a system of recording the learning outcomes. Student mentoring system needs to be in place.

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 including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

None of the departments in the college is recognised as a research centre. College faculty yet to cultivate research culture. College had no minor/major research project. One National seminar conducted by the college. A few conference papers, text books and chapters in the text books are written by some faculty members. College receives no research grant in terms of funded projects or from the State Government. Extension activities are conducted through NSS, Rovers and Rangers and Eco Club of the college. Received three awards for extension activities. College conducted several extension and outreach programmes during the last five years. College is beneficiary of the MoU between State Government with IIT Mumbai for skill development. College in its present status is not in a position to offer consultancy and generate revenue. Facilities to promote research are yet to be developed. College has not created an eco-system for innovations including incubation centre.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
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 adequate infrastructure facilities in terms of 19 lecture rooms , 5 laboratories, one conference hall, one examination hall and one smart class room located in a sprawling campus of 2.74 hectares. Other facilities include gymnasium, botanical garden, play ground and one first aid room. A total of 20 computers and a broadband facility with 5 mbs bandwidth available. Wi-Fi campus without firewall in place. Partially automated library contains a total of 3358 books, 9 magazines and a reading room having capacity for 50 students. College library is a member of N-List programme of INFLIBNET. No language lab. Building maintenance taken up by PWD of the State Government. Limited CC TV surveillance is in operation. Up-keep and maintenance of class rooms and campus premises assigned to non-teaching staff appointed on the adhoc basis. Open shelf system is followed for access of library books. Library does not possess any rare books or manuscripts. Inter library loan system not operating.

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	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

Career counselling and placement cell, equal opportunity cell, grievance redressal cell, anti-ragging committee, anti-sexual harassment committee exist. No incident of sexual harassment or ragging reported in the last five years. Coaching for competitive examination and vocational educational training not available. A good number of students are reported to go for higher studies, but it's record should be in place. No elected body of students' Union. As per the HP University norms and the UGC guidelines students are nominated on the basis of merit to College Student Central Association (CSCA) . Alumni association yet to be formed. Student participation in sports and cultural activities is visible. College has a music department. Student aid fund created through voluntary contributions from teachers, parents, old students and neighbourhood communities and the same is used for assisting economically backward students.

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 an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
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	Institution has 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
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6
<p>Vision and mission statements are well defined. Principal is academic and administrative head. College constituted several committees for different errands as a part of decentralization and participative management. Long range perspective plans yet to be formulated. All decisions and policies of Directorate of Higher Education of the State are implemented through the HoDs and faculty members. E-governance is yet to be implemented in full-scale in the finance division, examinations and administration. Faculty members are encouraged to attend Orientation and Refresher courses, seminars and workshops. Evaluation of teachers done through API score by college authorities and used as a measure for promotions and transfers by the Department of Higher Education of the State. Internal and external audit conducted regularly. Faculty residence provided by the college. College receives no significant financial resource mobilization other than annual budgetary grant and the UGC development grant. IQAC constituted in 2013. NAAC guidelines may be followed for formation of IQAC. No mechanism is in place for monitoring academic and administrative audit.</p>

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

Women development cell operates under equal opportunity cell. Common room for girls is in place. Basic facilities such as attached rest-rooms in common-room for girls need to be provided. CC TV needs to be installed in some sensitive areas. The practice of dress code and use of ID Cards to be made compulsory to prevent entry of outsiders in to the college campus. Bio-degradation used for conversion of solid waste to yield bio-fertilizer. Rain water harvesting is practiced. College promotes celebration of important days and festivals as part of forging National Integration. Separate book-bank established with books donated by faculty

members for specific use of poor students for one academic session. Use of LED bulbs promoted on campus, tree plantation encouraged. Ramps, rest rooms and wheel chairs are made available for the differently abled students. Human values and professional ethics integrated into curriculum. College promotes green practices such as no plastic zone and use of public transport.

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

Strength

Strength:

1. 2f and 12B recognised
2. Location advantage with availability of spare land for future academic programmes
3. Provide higher education to under privileged rural students.
4. Good social perception by stakeholders.
5. Green and clean campus.

Weaknesses:

1. Shortage of permanent teaching and non teaching staff.
2. Lacks formal linkage with centres of excellence.
3. Admission of students on the lower side.
4. Lack of innovative add-on courses.
5. Lack of proper appraisal mechanism for quality up gradation.

Opportunities:

1. To undertake research project in emerging areas.
2. Scope for organizing entrepreneurship and skill development programmes.
3. To improve the performance of students in university exams.
4. To involve well placed alumni and parents for college development.
5. To introduce region specific value-added Certificate and Diploma courses.

Challenges:

1. Resources mobilization for institutional development.
2. To motivate faculty members to apply for funded projects.
3. To enter into more MoUs for Student placement and training.
4. Developing global competencies among students.
5. To acquire Centre with Potential for Excellence (CPE) status.

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)

- Use of ICT in teaching learning may be enhanced.
- Computer lab may be better equipped with more systems.
- Language lab may be established with dedicated 15 computers.
- Student evaluation of teachers may be systematized through proper feedback analysis mechanism.
- Strengthen counselling and placement cell activity to address the areas of personality development and HR
- Long range perspective plan may be formulated along with action plan
- Soft-skills and communication skills training need to be intensified.
- Effective Mentoring may be put in place for mapping academic growth of students
- Efforts may be put towards increasing overall pass percentage and coaching for competitive examination
- IQAC may be revamped to be more proactive.

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. PRASADA RAO ALAMANDA	Chairperson	
2	DR. PURUSHOTTAM MARVANIA	Member Co-ordinator	
3	DR. NP SINGH	Member	
4	DR. K. RAMA	NAAC Co - ordinator	

Place

Date

NAAC