



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
GOVT. DEGREE COLLEGE, NAINBAGH  
C-24537**

**Nainbagh, Tehri, Garhwal  
Uttarakhand  
249186**

**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. DEGREE COLLEGE, NAINBAGH Nainbagh, Tehri, Garhwal Uttarakhand 249186	
2.Year of Establishment	2001	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	7	
Programmes/Course offered:	7	
Permanent Faculty Members:	7	
Permanent Support Staff:	9	
Students:	333	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The college has actively connected with the local community 2. Even in remote and rural area the aspiration for HE is high 3. Need based programs are in force	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 14-05-2024 To : 15-05-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. MRUNALINI FADNAVIS	Vice Chancellor,Punyashlok Ahilyadevi Holkar Solapur University Solapur
Member Co-ordinator:	DR. PROF. VASHISHTHA NARAYAN TRIPATHI	FormerProfessor,BHU VARANASI
Member:	DR. SANTRAM KAMLESH	Principal,Govt Bilasa Girls PG College Bilaspur CG
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

## 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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Government Degree College, Nainbagh, is situated in the hilly and remote area of Uttarakhand with lots of challenges. It adheres to the syllabi prescribed by Shri Dev Suman Uttarakhand University (SDSUV), Badshahithaul Tehri Garhwal. Implementation of CBCS (NEP-2020) from the academic year 2022-23 resulted in updated syllabi and measurable course outcome. The Institution is in the nascent stage of implementation of NEP -2020, however it has initiated some skill sets which has ethics involved such as a compulsory co-curricular course entitled "Environmental Studies and Value Education" for second semester UG students, in which ethics involved in business, cyber working, at work place, in human values and in decision making with example of "Gita". Value added course on "Basics of Computer" has been started in 2022-23 as per the university guidelines. The institution included courses on cross-cutting issues in Economics, Geography, History, Sociology, Political Science, Hindi, English which inculcating value based moral education among students. Further, detailed planning at various level help the college frame its curriculum ensuring holistic all-round development of the students. There is a structured mechanism for monitoring implementation of curriculum by the college. Departmental planning each semester and drawing up of class routine (time-table) ensures efficient time management and maximum engagement of students in academic activities. Teaching plan and attendance register undertaken by each teacher is checked and certified every month by the Principal. Core and major elective courses contribute towards development of the students. Few certificate, skill based and value-added courses equip students with additional knowledge and skill. College academic calendar is as per calendar provided by affiliating university and is uploaded in the college website. Students are made aware of important dates and events in the calendar through notice, circular and announcement. Internal assessment of the students as mandated by the university has conducted meticulously at regular intervals. Feedback mechanism is established with IQAC planning. However, the formal feedback systems on curriculum need to be improved and gap analysis is to be carried out to improve the outcome of the courses offered. Few teachers are members of BOS and Academic council of the affiliating University. Suggestions related to the curriculum received by teachers of various departments of the college are forwarded to the university with positive noting by the university.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
<p>The college is following the Outcome Based Education(OBE) system for the programmes by clearly defining the Course Outcomes (CO), Programme Outcomes (PO) and Programme Specific Outcomes (PSO) to some extent. The Institute complies with Govt. Reservation Policy in the admission. The institute make admissions in B.A. programme based on University regulations. Full time teacher to student ratio is 1:41. In order to make learning more student centric, the institute uses various methods such as educational tour/visit, seminars, conferences, workshops, individual projects and assignments etc. Despite remoteness of the college's location, experiential learning is provided by undertaking 30 hours certificate programs based upon NEP with locally identified government body and outreach programme by the committee under Mahatma Gandhi National Council of Rural Education on sanitation and hygiene, waste management, water management, energy management, greenery. The learning is made student-centric by organizing participatory learning activities like model making, quiz, essay writing, debate, speech, slogan writing, poster making etc. All the sanctioned post of faculties are filled. Use of ICT is done to make teaching learning more effective. To meet the dire of time, ICT resources such as smart board, projectors and computers are invaluable assets procured by the college. However, the e-learning platform such as four Google classrooms video lectures on you tube, etc. These are supportive supplement to the teaching learning process. The institution's policy on the mechanism of administration of internal assessment and grievance redressal ensures that students are provided a fair and impartial evaluation system. The institution has an examination committee to look after examination-related grievances. It was observed through record as well as authenticated during the interaction with the students that grievances with respect to CIA and End Semester University Examination are efficiently and timely addressed. Internal assessment was found up to the mark. There is a need for coordinated efforts in teaching-learning and extension activities by the departments for strengthening outcomes.</p>

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	<b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

#### Qualitative analysis of Criterion 3

The college received no grants and very less efforts have done for the improvement in research scheme for undertaking research proposals. The college needs to set up IPR cell.

However, the publications of the teachers are like this total UGC care list 04, others 04 and books and chapters 13 in last five years of all faculty members.

The college has organized workshops/ conferences on NEP implementation, NAAC process, ICT skill, Research Methodology, etc. As a part of its Indian Knowledge System initiative, many programmes based on local culture like folk dance, folk music, indigenous treatment, celebration of international year of Millets were organized. Only 08 research papers and 13 book chapters have been published by the faculty member of the college, which is insufficient. More faculty members need to be encouraged for undertaking research work. 17 seminar/workshops have been conducted to help faculty and students add to their knowledge. to promote research. The college has developed institutional Incubation centre under which a workshop on “Opportunities of Skill Development and Self Employment in Hilly Area” and a lecture on “Start-up Policy of Uttarakhand” , awareness, and boot camp of 12 days were organized for community people and students. 65 extension programs conducted by NSS, Anti-Drug Cell to create social consciousness among students. Many extension activities such as awareness programme on sanitation and hygiene, waste management, water management energy management and greenery have been reported to be carried out in neighbourhood institutions. The Institute is well aware of its obligations and responsibilities towards its larger stakeholder, which is society in general and the under privileged section of it in particular. The institution for the above said purposes has rescued three families by saving them from addiction through individual counselling and creating three success stories which are published in Uttarakhand Newsletter “Sankalp” focused on “Nashamukt Devbhumi”. Appreciation by the Gram Pradhan, Primary Health Centre, Local Police Station, Jal Sansthan, Tahseeldar and Trade Union etc. are

Recognition of extension activities of the college.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

Physical infrastructure is the hall the mark of the institution. The college possesses impressive infrastructure facilities including smart Classrooms, well-equipped computer and Geography Laboratories, seminar hall, library with reading room, cultural room, examination hall, Edusat room/skill development/incubation centre, language lab, etc. The campus has well maintained buildings.06 classrooms out of 04 are provided with smart board with projection facilities. Well designed and furnished offices provide for better learning and quick administrative disposal. A gamut of amenities such as potable drinking water, washrooms for boys and girls, visiter waiting area, off grid 10 KW solar panel with 24/7 power backup are available. Expenditure on infrastructure augmentation and learning resources is 89.39%. Expenditure on maintenance of infrastructure is 10.16%. Library is spacious and has sufficient number of books. It is having a built-up area of 1122 sq. ft. It has a collection of text, reference books, UGC Care list journals, magazines, newspapers and encyclopedia. An adjacent reading hall with capacity of 30 students is available. The library is fully automated with E-Granthalaya software 4.0 version. The college has credit of first completely automated library in Government and Private college of Uttarakhand. IT infrastructure is gradually improving. For internet facility However, 32 CCTV cameras, Biometric machine, etc. available in the college. The institution have provided facilities for indoor games and equipments of outdoor games. Lack of Playground of outdoor sports activities are observed. That seems to be a challenge to them.

RUSA has provided 2.05 crores for new constnration for building, equipments, solar panels. and books etc. This has expediated the more learning resources and facilities for the students of hilly area. overall growth through RUSA fudning can be claimed 50%.

Uttarakhand has supportrd administrative and academic building like language lab foe overall development of the cillege.

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
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

Student support and progression is an important area for facilitating the student community to move forward in their career. To ensure that the students do not refrain from getting higher education because of their economic or social implication, the college has enabled 45.8% of its students to receive scholarship. Some programmes covering soft skill, yoga, health and hygiene, physical fitness, communication skill was conducted to enhance the competency of students. Career counseling and guidance for competitive examination have benefitted over 320 students. Anti-ragging cell and Sexual Harassment prevention cell conduct program to inform students of the consequences of ragging and sexual harassment. Student progression and placement is inadequate. Only 12.25 % the students passing out of the college prefer furthering their education or getting placed. Only 10 students have qualifying state/ national level examination during last 5 years. Participation of students in 84 sports and cultural programmes hosted by the institutions and other institution resulted in 6 awards/prize for the institution. The Alumni association is actively involved in the growth and development of the college. However, the alumni association is registered. The financial contribution of the alumni for the development of college is not significant. They contribute through valuable suggestion as member of some committee of the college, and helping college in approaching public representatives and communicating the message to them in regard to resource mobilization. Though students are being placed in different organizations through their own efforts, a structured mechanism is required for creating a vibrant career counselling and placement cell for undertaking training for competitive examinations and placement services.

The support in respect of official and personal levels for the students done by the college staff from time to time is worth considering. However, the students and parents requested lot of improvement in the college courses so that migration from this place be reduced. This will also help non enrolled students to get admission for their education and improvement in GER as such of the state. The state government has to play more better role for such problems and constant improvement in this issue.

College students of the categories SC,ST ,OBC get scholarship of social welfare department of India through National scholarship portal every year. Girls students get benefitted by Gaura Devi Kanya Dhan Yogana of Uttarakhand Government.377 students got tablets by the Government.



Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

#### Qualitative analysis of Criterion 6

The vision and mission of the college has been framed in tune with the objectives. Decentralization and participation architecture top to bottom comprises the governing body which is Secretary, Higher Education Department of Uttarakhand, Principal as a leader, the teaching staff, the nonteaching staff, students, and local bodies. The top leadership provides the road map and important guidelines to ensure the implementation of the policy rules and regulations. The principal distributes roles to various heads of departments and engages the college community in decision-making. The principal monitors and evaluates mechanisms regarding administrative and academic processes as per the guidelines given by UGC and Department of Higher Education, Govt. of Uttarakhand and ensures the execution of it. The leadership in collaboration with the IQAC decides the policy statements and action plans to accomplish the stated mission of the institution. Various committees are formed to streamline the proper functioning of the policies and practices. To ensure decentralized and participative management the college leadership works effectively.

The leadership in governance, value orientation and

Community service are in place. The Institute has a well-defined structure for strategic.

**planning and overall management of resources. Recruitment of teaching and non-teaching staff is done by the department of higher education, Government of Uttarakhand, through Uttarakhand Public Service Commission and Directorate, Higher education.** Steps have been taken for adequate welfare measures for faculty and staff as per state government service rule such as gratuity, provident fund, special leave/maternity etc. Staff service manual elaborate the career advancement system for faculty. More financial support and facilities are to be provided to the teachers to attend conferences/workshops and towards



membership fees of professional bodies in order to improve the research output and overall capacity development of faculty.

Performance appraisal system that helps faculty and staff measure their work performance against established job requirement. Faculty development programme provide opportunities for professional growth. Total 25 faculty development programme have been organized for teaching and 6 training programmes have been organized for non-teaching staff. Faculty to be encouraged to attend refresher courses, short-term courses, faculty development programs etc. More faculty development program to be organised for teaching and non-teaching staff. Mobilization of funds from fees, sponsoring organization and other sources and other sources is tapped to sustain the institution. Internal and external audit is conducted every year. IQAC guides the institute and monitors the functioning of the institution quality initiative. The IQAC of the college contributed towards quality enhancement initiatives to a great extent.

The college organized many workshops and programmes for capacity building for Students

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	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

#### Qualitative analysis of Criterion 7

The institute is able to touch the life of nearby community. On one hand, gender discrimination, drug addiction, illiteracy, poor practice of sanitation, health and hygiene etc. are well known obstacles in the overall development of the society. However the college has planned to make these issues to reach to the community. New initiatives and plans of government for better life is also need to be discussed with common people in the society and well implemented.

Two best practices of the college are:

1. Community engagement through outreach and extension activities.

The students participate in outreach and extension activities through various platforms/programs

- National Service Scheme (NSS)- During NSS programs, awareness campaigns are organized on cleanliness, sanitation and hygiene, voter awareness, environment protection, girl education, blood donation, health awareness etc. in association of Gram Pradhan. College has adopted 'Tator' village for outreach activities. Every year a different village is chosen for special NSS camp.
- Anti-Drug Cell: Time to time outreach programs on de-addiction are organized in form of lecture, nukkad natak, rally, awareness campaigns etc.
- Committees formed under Mahatma Gandhi National Council for Rural Education (MGNCRE): Five different committees have been formed in the college under MGNCRE on sanitation and hygiene, waste management, water conservation, energy conservation and greenery.
- Field based assignments: Students are given field based (near to their residence) assignments on social and environmental issues related to their own subject.
- Informal Internship with local bodies: Students are told to choose any local body like primary health centre, police station, gram panchayat, tehsel, etc. near their residence for informal internship.

#### **Evidence of Success:-**

- Local people have reduced the use of polythene and the practice of reuse of polythene is increasing.
- Through anti-drug cell three families were helped for de-addiction on individual basis.
- Under MGNCRE, several outreach activities were conducted in Tator village.
- Students have successfully completed their allotted assignments and internship within their local community near to their residence.

#### **2. Use of ICT in teaching and learning- Title of the Practice :- Use of ICT in Teaching and Learning**

It is necessary for educational institution to use state of the art technology for communication among students. This will uplift the quality of teaching-learning in normal situation along with peculiar circumstances like COVID epidemic. ICT tools have opened the door for students to study anytime and many times as per their convenience. Students should be digitally aware to face the challenges of future. Nowadays most of the official work is done through online mode. All the applications are invited through online mode.

- College has organized many online seminars/lectures/workshops at various levels.

#### **Teaching staffs have participated in online seminars/FDP/The Practice-**

- College has four smart classrooms with projector, laptop and smart board.
- The seminar hall has projector and screen for display.
- Earlier college had EDUSAT facility up to 2021-22. TV is available for educational channel of DTH.
- There is a computer lab consisting of 12 computers for students.
- Every teacher has computer/laptop in their department.
- In 2022-23, all the students were distributed tablets for adopting ICT tools.
- College library is digitalized using e-Granthalaya software.
- Teachers take their classes in smart classrooms through writing/drawing on smart board/power point presentation/discussing notes etc.
- Few teachers have made their You tube channel and uploaded the videos.

- In COVID period online classes were taken by teachers through Google meet/Zoom platform. At present time also few classes are conducted through online medium.
- Google classroom and blog writing is also used for sharing knowledge.
- Language lab.
- 300 mbps internet connectivity with wifi

### **Evidence of Success –**

- Due to continuous encouragement and guidance all the teaching staffs take the classes through smart board. They share study materials in form of e-content.
- You tube channels have been developed for uploading videos based on curriculum workshops, etc.
- Students are digitally empowered.

### **Institutional Distinctiveness**

The institution has a very special programme on No Drug (Nasha Mukti) as a part of distinctiveness. This programme conducted in the year 2021-22 in the name of Nasha Mukti Devbhumi Uttarakhand, which was highly appreciated by Higher Education Department of Uttarakhand. The College authority and Students of N.S.S have observed that some students are facing problem of their drug addicted father. Such problems are converted in to the long lasting ill effects on their family members. This college initiative has encouraged students to inform related authority of college and counselors to handle such drug abdicated family members of the college students. This story has got publicity through News Latter(Sanklalp Patra ) by Department of Higher Education Uttarakhand in June 2023.

Government Degree College Nainbagh has established anti-drug cell, having members as teachers, students, alumni, representative of local bodies and Police department. Each month one activity is performed by anti-drug cell in the form of awareness lecture, rally, nukkad natak for students and community people. Various competitions like slogan, essay, poster making are organized for students on de-addiction. The reports of these activities are submitted to the Joint Director of Higher Education Uttarakhand monthly. Stories are like this-

1. A student named X of BA 1st year of the session 2021-22 was recognized as addicted by NSS program officer during NSS camp. He reported his case to anti-drug cell. After various counseling session that student realized that he has chosen wrong path. He promised the nodal officer to remove his habit of addiction. Now he is living a healthy life.
2. During NSS special camp in 2022-23 (March 2023) in Masras village NSS program officer noticed a woman of the village very much indulge in addiction of alcohol. Because of that addiction she was unable to serve and care her children and husband. Again NSS officer informed college anti-drug cell. The principal of the college directed anti-drug cell and NSS for the counseling of that lady and to monitor her improvement time to time. Because of the regular efforts of anti-drug cell, that lady has stopped drinking alcohol and started caring her family. After 6 months anti-drug cell and NSS talked to the villagers for her improvement. Now she is living a happy life with her family.

In another incident, a girl student of BA 1st year named Y of session 2022-23 (resident of village Kapnoli Khet), has reported at 10 pm night to his Geography teacher about misbehavior of his father towards her and her mother after drinking alcohol. The geography teacher, who is member of anti-drug cell reported this to police station and Gram Pradhan. At night Gram Pradhan visited that family and police also talked with the father. After repeated counseling session and interfere of anti-drug cell, police and gram pradhan, the father of that student improved his behavior. Now they are living happily

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

#### Overall Analysis

##### **Strength:**

1. Adequate and well maintain Infrastructure for disseminating higher education. Sufficient ICT Facilities.
2. All the sanctioned teaching and non-teaching posts are filled.
3. NEP-2020 has been implemented in which CBCS with diversity of courses as major, minor, core, elective, skill/vocational, value based co-curricular courses inculcates value in the learners.
4. Hard working staff is an asset of the college.
5. Use of ICT in admission, examination, administration, and salary/ bill payment process.

##### **Weaknesses:**

1. Lack of large seminar hall/ auditorium, playground.
2. Lack of diversification in course: The institute couldn't come up with courses beyond Arts stream.
3. Low research output has been observed. Absence of visible research activities and lack of research initiatives found.
4. Location Disadvantage: The college is situated in remote hilly area hence lack of good public transport affects the student strength and resource persons are not available due to same reason.
5. Students come from remote, rural, and economically deprived areas. Weak communication skills and lack of modern communicative language in students. Lack of awareness of students in using available facilities.
6. Lack of placement of students The placement of students not encouraging.
7. Low alumni engagement: The alumni participation for the development of the college is not noteworthy. Insufficient Alumni network and support.

##### **Opportunities:**

1. Appropriate Physical Infrastructure for NEP-2020: The building infrastructure provides an opportunity for smooth functioning of NEP-2020.
2. Skill Courses: The college has capacity to enhance of creating and offering skill-based/ Job oriented /Professional courses based on the local and regional market.
3. The college has scope to strengthen cultural, Tourism and sports talent.

**Challenges:**

1. To teach students mostly come from unprivileged areas. Weak socio-economic background and poor language proficiency of students.
2. Employability skills development, entrepreneurial spirit, and communication skills in

Students are the big challenges before the institution.

1. Research environment: Motivating faculty for research work and orientation of students towards research and creating research environment is another area which poses challenges for the college.
2. The institution has to work hard to use and acquire updated resources and technology for faculty and students.
3. Arranging Transport Facility for carrying students to and fro.

**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)

- Efforts needed to strengthen for Research Activities
- B.sc. Science courses like horticulture, fishery, agro farming activities, etc to be started for employment generation
- Alumni need to be motivated to contribute towards development of the college
- Hostel for women and men need to be constructed.
- Transport like bus and its fees need to be supported by the Government officials
- Career, Placement and Training cell to be strengthened.
- Training for competitive classes and personality development has to be improved
- Tourism related training like photography, guides, languages, etc need to be started for quick employment
- Sports facility needs to be improved in form of sports ground .

**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. MRUNALINI FADNAVIS	Chairperson	
2	DR. PROF. VASHISHTHA NARAYAN TRIPATHI	Member Co-ordinator	
3	DR. SANTRAM KAMLESH	Member	
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

**Place**

**Date**