



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
GOVT. DANTESHWARI PG MAHILA MAHAVIDYALAYA, JAGDALPUR
BASTAR
C-24957

JAGDALPUR
Chhattisgarh
494001

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. DANTESHWARI PG MAHILA MAHAVIDYALAYA, JAGDALPUR BASTAR JAGDALPUR Chhattisgarh 494001	
2.Year of Establishment	1972	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	14	
Programmes/Course offered:	10	
Permanent Faculty Members:	10	
Permanent Support Staff:	13	
Students:	968	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Only Girls college in the city imparting education mainly to the tribal students 2. Diversified courses 3. Government college with enough scope for expansion	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 04-05-2022 To : 05-05-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SANJEEV KUMAR SHARMA	Vice Chancellor, Mahatma Gandhi Central University, Bihar
Member Co-ordinator:	DR. AMRIK SINGH AHLUWALIA	Former Professor, PANJAB UNIVERSITY CHANDIGARH
Member:	DR. SNEHAL DONDE	Former Dean, Bhaktivedanta Research Centre
NAAC Co - ordinator:	Dr. Pratibha Singh	

Section II:Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Qualitative analysis of Criterion 1

Govt Danteshwari P.G. Mahila Mahavidyalaya is affiliated to Shaheed Mahendra Karma Bastar Vishwavidyalaya (SMKV), Bastar previously known as Bastar University. The college ensures effective delivery of the curriculum through appropriate institutional level process and mechanism. The time table is prepared as per the prescribed work load and all the teachers are provided with the requisite material for effective class room teaching. The college has a mentor-mentee system under which students are placed under the mentorship of a teacher and that teacher is assigned with the responsibility to help students solve their problems. College has 10 programmes and Academic Calendar is made by the University. It has Semester pattern for few courses and few are annual system. For understanding and helping the weak students the mentoring of students is done to solve the difficulties. Some of the courses are being taught by direct exposure to the field and Museums such as Anthropology and Home Science courses. At the institutional level different committees are constituted and each committee looking into an aspect of the calendar contributes towards the implementation of the plan. Regular meetings are convened under the chairmanship of the Principal to review the implementation of the calendar.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.

Qualitative analysis of Criterion 2

Student enrolment has enhanced. There is appreciable number of SC/ST students. College is catering education to the diverse community. Evaluation pattern is followed as per the University norms to which the college is affiliated. Institution integrates cross-cutting issues relevant to environment and sustainability, human values and profession into the curriculum. The institution assesses the students on the basis of their performance in internal and external examination. The performance of the students in internal and external examination is discussed in the IQAC meetings. Week students are encouraged to ask their doubts in the class room and given tips to do better. The fast learners are also given tips to achieve more marks. The college makes use of various methods for enhancing learning experience. Institute encourages the use of ICT tools by teachers. Teachers create groups with students on various ICT enabled interactive platforms to be in touch with students. These platforms enable teachers to be accessible to students as and when required for doubts clearance and other learning purpose. During the Covid lockdowns online classes were taken with the help of Google meet application.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Qualitative analysis of Criterion 3

The faculty members have been found engaged in research activities with one teacher having conducted project and has published some articles also. There are four faculty members with PhD. degree and

a couple of them are pursuing research degrees. Under NSS Unit good amount of activities is done regarding social issues, environment and health awareness. National Service Scheme (NSS) Unit of the college has 100 Volunteers who participate in activities and special camping programmes organised by the unit. Various extension activities are carried out in the neighbourhood communities and Campus through Rallies, Seven days special camp, awareness programmes, Community Survey contacts, etc.

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

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

Qualitative analysis of Criterion 4

The college has good number of classrooms, due to RUSA funds some of the classrooms are added. Department of Home Science, Anthropology and PGDCA has laboratory facilities, however Science lab facilities are to be set up. There is an open field for track events and out door games. The facilities for indoor games is also available. The library is poorly managed as there is no appointment for the position of Librarian. Library needs to be automated as well. Library doesnot subscribe to any eresource or databasis. No books have been bought for the Library. IT facility is reasonable having a laboratory with 22 computers and one smart classroom as well. Wifi service needs to be provided to faculties and students.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.3	Student Participation and Activities
5.3.2 QIM	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

Large number of students are provided scholarships by the college through the state government. Canteen space is available but it is not functional. Its a ragging free campus, as also no complaint of sexual harrasment ever received as per the records. Girls common room, transport facility, hostel, placement facility, etc. are not

in place. Alumni association need to be set up who may assist student progression. Few students in past have participated in badminton competition organized at the State level. With recent joining of Sports officer there is scope for improvement in students participation in other sports as well.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	<p>The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</p> <p>(For first cycle - Incremental improvements made for the preceding five years with regard to quality</p> <p>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)</p>

Qualitative analysis of Criterion 6

The academic plan of an college includes the learning outcomes that apply across the programmes of study. The course outcomes for different course under different programmes have been uploaded on the website. The college has developed an ecosystem where for creation and transfer of knowledge. The college was made a Study Centre for PhD programs. College also had a Career guidance cell. These classes were taken daily by the faculty members. The college has also conducted quiz programmes which motivated the students to study General knowledge. Carreer Guidance cell is involved in organising lectures for preparing students for competitive examination and imparting knowledge of career opportunities in different fields. Meetings of

IQAC are held but they need to be held more frequently and agenda of meetings, records and documents need to be maintained more professionally. Janbhagidari system of self governance is in place along with government system of management. Regular faculty and the staff members are benefitted by employee welfare schemes run by the State government. Attendance of staff in conferences/workshops is encouraged for professional development and administrative proficiency. The governance of the institution is reflective of and true with the vision and mission of the college. The college is situated in the tribal area of Bastar. Most of the students belong to scheduled tribe, scheduled caste and OBC communities. The students of the adjoining villages come here for graduation and post graduation. The College encourages faculty to keep themselves abreast of latest development in their subject areas. The head of the institution guides the faculty and various committees and this decentralized and participative approach has helped the college achieve its goals. The institution has effective welfare measures for teaching and non-teaching staff as all the eligible staff members working in the college are beneficiaries of various employee welfare schemes implemented by the Chhattisgarh Government. Institution has an appraisal system for teaching and non-teaching staff. At the end of every year all the regular faculty members and staff submit their Confidential Reports to the Principal. The Principal evaluates the performance of all the staff members and the Confidential reports are sent to Director of Higher Education for further evaluation.

Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics (QIM) in Criterion 7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

Institution is inculcating high level of spiritual and emotional values among the girl students. Students are

hardworking and respectful towards the staff members. There are visible efforts to conserve energy. The college is a girls college and to tackle the issue of gender equality it is in an advantageous position. The college has setup the Women's Grievance Reddressal Cell. The institution is aware the disposal of solid waste, dustbins of various shapes are placed in and outside of the campus. The college campus consists of a good number of trees. This helps to achieve carbon neutrality. In and around the college campus plenty of plants have already been planted and are being maintained. To create awareness on the importance of tree plantation, every year the college conducts plantation activity with the help of students. The college provides an inclusive environment to ensure tolerance and harmony towards cultural regional linguistic communal socio economic and other diversity. The college conducts activities for sensitizing and inculcating values related to constitutional obligations, rights, duties and responsibilities as citizens of India among students and staff. The college organizes national festivals like the Independence Day and the Republic Day and other festivals and birthdays of freedom fighters and great leaders.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

Only girls college located in a central position of the city

Good road network connectivity of the college

Stakeholders support

potential to train tribal students in sports and cultural events

Weaknesses:

Poor communication skills of tribal girls

Vacant post of Principal and Librarian

Inadequate facilities in library and Science Laboratories

Research and innovations lacking

Opportunities:

Enough space for expansion

College is close to its affiliating University

Diversified courses available

possibilities to start vocational and job oriented courses

Challenges:

Filling of vacancies in college by government

Developing communication skills and employability among the tribal students

Provision of transport and hostel facility for the students

Matching infrastructure for increasing number of students

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)

- Vacancy of regular Principal be filled
- Posts of Librarian and other faculty positions be filled
- Hostel and transport facility be established
- Library and office automation to be undertaken
- Wifi facility be given to students and faculties with priority
- Research and innovation among students and faculties be encouraged
- Industry-academia interface linkage be established
- Students be trained for physical, spiritual and mental development
- Project based or outcome based learning be encouraged
- More vocational and add-on courses be setup
- Canteen facility should be improved

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. SANJEEV KUMAR SHARMA	Chairperson	
2	DR. AMRIK SINGH AHLUWALIA	Member Co-ordinator	
3	DR. SNEHAL DONDE	Member	
4	Dr. Pratibha Singh	NAAC Co - ordinator	

Place

Date