



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF RAATH MAHAVIDYALAYA, PAITHANI C-24644

**Chakisain
Uttarakhand
246123**

**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:	RAATH MAHAVIDYALAYA, PAITHANI Chakisain Uttarakhand 246123	
2.Year of Establishment	2003	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	3	
Programmes/Course offered:	3	
Permanent Faculty Members:	25	
Permanent Support Staff:	17	
Students:	612	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. • Grant–in-aid College located in rural area. 2. • Eco-friendly environment and good infrastructure 3. • Located in rural area; catering education to economically disadvantaged sections (ST, SC and OBC)	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-10-2024 To : 08-10-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SIBAJI PRATIM BASU	Professor,Vidyasagar University
Member Co-ordinator:	DR. LALITA JOSHI	Professor,KAVIKULAGURU KALIDAS SANSKRIT UNIVERSITY RAMTEK DIST NAGPUR
Member:	DR. LIMBAGOUD SAYADGAR	FormerPrincipal,GIRRAJ GOVT COLLEGE NIZAMABAD
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

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 planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>

Qualitative analysis of Criterion 1

The Institution was established in 2003 and later it was brought under a Government grant-in-aid college in 2015. It is affiliated to Hemvati Nandan Bahuguna Garhwal University (HNBGU-a Central University), Srinagar, Garhwal, Uttarakhand. At present it is offering 3 U.G. programmes. The college follows the academic calendar and curriculum of the parent university. As per the guidelines of affiliating University, all the departments prepare academic plans for the effective implementation of the curriculum. Each department prepares the departmental timetable following the academic calendar of the college and frames a schedule of its academic and co-curricular activities at the beginning of each academic session. The faculty maintains academic diaries. The sessional exams are planned and conducted by the college as per norms and guidelines of affiliating University and Govt. of Uttarakhand. Continuous monitoring of the students is done through internal assessment. As part of curriculum enrichment, the college organises workshops, skill development programmes, guest lectures, field visits etc., The experiences gained from participation of faculty members in faculty development programs like orientation programs, refresher courses etc., help in curriculum development. In order to improve the teaching and learning process, every year the IQAC of the college collects and analyses the feedback from students.

The curriculum provided by the parent university contains cross cutting issues such as Professional Ethics, Gender equality, Human Values, Environment and Sustainability and sense of social responsibility and Women Empowerment. The curriculum content of B.A.,B.P.Ed and B.Ed courses offered by the college includes all these cross cutting issues. Apart from classroom instruction, the institution also organises workshops, rallies and campaigns to sensitise students on cross cutting issues.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
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 and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
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

Qualitative analysis of Criterion 2

Participative learning and problem solving activity is done through group discussions, project works, workshops, seminars, home assignments, teaching internships, field works, etc. Students are encouraged to participate in co-curricular activities through sports and cultural committees beyond classroom work. Student centric learning is made through the process of carrying out experiments in labs, project works and field works. Guest/extension lectures are conducted by inviting experts from academic and others fields apart from the traditional classroom teaching. Through mentor-mentee programme, the teachers assist the students in various innovative activities and guide them in improving their academic progress. Teachers use *ICT enabled tools* for effective teaching-learning process.

The institution conducts internal/external assessment tests in accordance with the guidelines of the affiliating University. The ratio of external and internal examination in various subjects is 70:30. The external examination is conducted by the affiliating University and internal examination is conducted by the Institution. The respective faculties evaluate internal examinations and declare results in the class rooms. The evaluated answer sheets are provided to the examination department for declaration of the result.

The institution being affiliated to HNBGU Shrinagar Garhwal, it follows Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) that are included in the university curriculum/syllabi for teaching learning and evaluation mechanism. The institution organizes an orientation program for entry level /UG first year students and explains about achievement of POs, PSOs and COs under the guidance of the Principal, IQAC and HODs. The institution offers two kinds of teacher training programmes i.e., B. Ed and B.P. Ed. There is a provision of internship work under these programmes and through which POs, PSOs and COs are measured.

The performance of students is monitored and evaluated for measuring the attainment of POs, PSOs and COs through internal, external evaluation, placement, and progression to higher studies, skill development and start-ups. Each department organizes practical and theoretical evaluation procedures. All departments analyze the achievements of the students in the annual internal and external result.

The institution has not provided the methodology/evaluation (software used) process for award of marks for POs, PSOs and COs through University examinations, internal assessments, home assignments, seminars, group discussion, project works, field works, viva-voc, progression of students to higher studies etc.,

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, 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
3.4	Extension Activities
3.4.1 QIM	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.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies

Qualitative analysis of Criterion 3	
Although the institution has not provided any response, but during the onsite visit it was found that the college has inculcated the local culture of Garhwal which is deeply connected with the Indian knowledge system	
Although the institution has not provided any response, but during the onsite visit it was found that the college motivated the students to address and act upon various social activities like gender equity, cleanliness and made efforts to drive away the superstition behaviour of the local people.	
During visit it was observed that students achieved some distinction and honours especially in Yoga.	

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 other facilities for, • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. 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.)
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	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection <i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i>

Qualitative analysis of Criterion 4

The college has an area of 4.188 acres. Total built up area is 7656.84sq.mt. The college has 22 class rooms with one smart class room. It has one Library room with 3 store rooms and a reading room. In all there are 6 labs i.e., Computer science, Psychology, Language, Geography, Defence and B.P.Ed in the college. The other infrastructural facilities of the institution include - Principal's Room (01), Seminar Room (01), IQAC/NAAC office with Desktop printer internet Connectivity (01), Toilets (20) N.S.S. Room (01), Staff Rooms (03), Gymnasium Hall (01), Stock Room (01), Sports Room/Lab (02), Canteen (01), Girls Common Room (01) Boys Hostel (01), Girls Hostel (1) Examination Office (01) and Administrative office rooms (04), CC TV Cameras (8) LCD Projector (1). There is a water cooler with RO for students and sufficient parking area in the campus. There are separate buildings for B.P.Ed and B.Ed. courses.

The Library of the institution is partially automated with integrated library management system (ILMS). It is well equipped with the software of SOUL 2.0. The Library consists of 10052 books and 21 journals. There are 3 desktop and a printer for the smooth working in the library. Subscription to e-resources is not available. There is a separate reading room with a sitting capacity about 100 students. It maintains attendance register for the readers. Library books are provided to the students for a fixed period only. Thereafter a late fee is also charged. The library has subscription for four newspapers.

There are 37 desktop computers in the college and of which 25 are provided for students. The college office has internet connectivity. Each department of the college is provided with a computer system. There is one smart class room and one class rooms are fitted with OHP. ICT based lectures with power point presentation methods are adopted by few faculties. The Library of College has INFLIBNET/SOUL 2.0 software to access the learning resources. There is specific annual budget allocation for procurement, up-gradation, deployment and maintenance of the computers and their accessories. Maintenance of computers and its accessories are also done by the available funds in the college.

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

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

Although the college was established in 2003, its Alumni Association was formed in 2019 and as on the date it is not registered. Majority of the Alumni Association members belong to teaching profession. As a result, the teaching experience of all the former students of the college resulted very useful to make the ongoing Teacher Education Courses (B.Ed.) effective in the college. It is observed that the financial contribution from Alumni, during the period from 2019 to 2023, for the development of the college is zero/nil. However, the institution is able to get intellectual and ideological support from its alumni.

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	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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)
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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The vision of the institution is to provide quality of higher education for deserving and deprived boys and girls of all sections of society and its mission is to inspire students by providing value based education to acquire modern knowledge and skill that are relevant for globally and locally. Towards this end, the institution has instilled self-confidence in the rural environment by encouraging more and more neglected girls for higher education. In addition to studies, the college has provided a platform for meaningful and scientific discussions on contemporary topics like environment, climate change, cleanliness, yoga, health, gender sensitivity, dowry system, social evils, superstition etc., In order to develop the all-round capacities of the students, the college is following multidisciplinary teaching-learning process as per the NEP-2020.

The institution being a Govt. aided college; it follows the guidelines of its affiliating University (HNBU Srinagar) and higher education rules and regulations of State Government. For intake of admission of students, curriculum, examination, evaluation, it follows the guidelines of affiliating University. For recruitment of teaching and non-teaching staff, service rules, code of conduct, scholarships etc etc., it follows the orders of State Government/Directorate of Higher Education. Necessary rules, reservation roster system for teacher/staff appointment and student admission in the institute are implemented as per the provisions directed by the State Government (Directorate of Higher Education). The Management Committee of the college ensures compliance with the orders, rules and policies of the State Government and the affiliating University. At least one meeting of the Managing Committee is held in a year. In the meeting the physical and educational problems of the college are discussed. A Proctorial Board, Student Council, Women Cell and Campus Development Committee are in place at the college. The appointment of teachers is done as per the UGC and University Service Rules. The institution follows service rules of the staff as prescribed by the state government.

The institution has effective welfare measures for teaching and non-teaching staff. The College grants all kinds of leaves as per the rules and regulations of UGC and Govt. of Uttarakhand to its teaching and non-teaching staff. The institution organizes various kinds of welfare programmes for the teaching and non-teaching staff. The College encourages and permits regular faculty members to attend faculty development programmes (FDP). Skill development courses are organized for non-teaching staff. There is Gratuity/NPS facility for the employees of the organization.

The institution has not provided performance appraisal system of teaching and non-teaching staff.

As an aided educational institution, the major fund sources of the college are from the Government of Uttarakhand, Management, PTA and Alumni. The college sends a proposal to the government to receive grants to non-government agencies. The governing body of the college coordinates fund raising and effective utilization of funds for infrastructure development. The sources of college funds include Grant-in-aid (salaries) and financial assistance from State Government, funds from the University for the conduct of examinations, funds for NSS activities, collection of student's fees, income from self-financing courses and funds provided by Parental Society. The funds are utilized for payment of salaries to temporary staff, infrastructure maintenance, employee welfare, student welfare, sports etc. Government funds are utilized as per the instructions of Government orders and circulars. There is a Purchase Committee in place. The funds received and utilized by the institution are audited internally and externally. Internal audit is done by Chartered Accountants and external audit by Accountant General (AG).

By the recommendations and efforts of IQAC, programs like workshops, seminars and lectures by professional experts to develop theoretical and practical knowledge have been conducted at the college. IQAC of the college prepares and implements academic calendar. It monitors academic & administrative audit (AAA) of the College; obtains the feedback on curriculum, infrastructure and over-all atmosphere from all the stakeholders and makes a comprehensive analysis; it assures the enhancement of the quality in teaching learning processes; it also assures the transparency in the internal and external evaluation system. The IQAC reviews teaching and learning outcomes at periodic intervals and suggests improvements if needed.

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	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	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)
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

The vision of the institution is to provide quality higher education for deserving and deprived boys and girls of all sections of society. Being the college in rural segment it encouraged the students particularly girl students to get admission in the college. During the last 5 years, the admission of girl students is more than boys in the college. In order to maintain gender sensitivity in the college, Women's Grievance and Redressal Cell, Anti-Ragging Committee and Proctorial Board have been formed at the college. National / International Women's Day and other gender related programs are celebrated in the college to develop a positive attitude towards women in order to promote gender equality. The Women's Grievance Redressal Cell of the college takes care of prevention of sexual harassment of women, if detected. As part of women literacy campaign the Women empowerment cell of the college conducted Beti Bachao, Beti Padhao campaign, prevention of domestic violence campaign, side effects of child marriage, benefits of hygiene and women empowerment etc., in the nearby villages of the institution. Adequate care has been taken for the basic facilities for all the students, teachers and other women employees in the college. There is a proper provision of first aid equipment, health check-up, government-provided scholarship, library facilities, sports material, separate toilet and hygiene related place, canteen, staff room, common hall etc. for women. Equal treatment, care and respect is given to girls in education, skill development, sports, etc. from the place of prayer to the playground. Ideas are shared on the basis of curriculum, textbooks and co-curricular activities to develop an understanding of gender sensitization.

The institute sensitizes the students and employees to the constitutional obligations such as values, rights, duties and responsibilities of citizens through various activities. The N.S.S. unit of the college helps to develop character, discipline, leadership, and secular outlook, selfless service etc. amongst the students of the college. Inclusiveness, human values and professional ethics, moral values etc., are taught to students at the college. In the context of human and moral values, the institution believes in holistic education. Employability and self-reliance in the field of technical skills is an important aspect. Efforts are made to develop competencies related to practical training and technical skills by connecting education with ICT. Work is done to enhance the life skills of the students during their stay in the institute. Anti-Ragging Squad, Proctorial Board, Anti-Drug Squad and Discipline Committee actively work together for safety especially the safety of newly admitted students. Ramps have been built in the college for especially abled students. An Internal Grievance Redressal Cell has been created in the college to attend to the grievances of the students. No complaint of violation of rules or lapse in security has been received during the last five years. To ensure safety during fire accidents, each faculty in the campus has Fire extinguishers have been installed for safety against fire accidents. Mock drills, workshops and awareness programs on disaster management are conducted for all the students by the NSS wing of the college and Department of Defense and Strategic Studies.

Best Practice – 1: Cleanliness and Health

The core objective of the practice is to promote cleanliness, health and hygiene in and around rural areas of the college. In order to achieve this objective, the institution organizes special camps in the nearby villages and carries out cleanliness related activities around the main roads, streets, river drains and temples.

Best Practice - 2: Plantation and Reduce Environmental Pollution

Aim and Objectives of the practice is to create green belt and avenues for meeting aesthetic recreational needs to the people; to reduce the surface run-off discharge and check soil erosion along the embankments; to reduce

noise pollution to the neighbouring household population. Every year the institution through its Eco Club and NSS activities conducts awareness programs, seminars, workshops, cultural programmes, debates, elocution competitions, quizzes etc., to safeguard environmental pollution. Efforts are also made to plant trees in the surrounding areas of the college to save carbon emissions.

The college has done a remarkable work in the fields of girl education, sports, environmental awareness and social awareness. Out of these, one area distinctive to its priority is related to sports. In order to develop physical, mental and sporting spirit among the students, they are specially trained for various sports by the college. The effect of this training can be clearly seen on the students participating in various sports competitions. Few remarkable achievements of the students in sports like Badminton, Table Tennis, Volleyball, Kho-Kho, Kabaddi, Football, Boxing, and Running are as follows - In the year 2017-18, 3 students of the college secured the first position in the men's section of the Inter-Collegiate Badminton Championship; In the inter-collegiate Championships held in the session 2018-19, a student of the BA got third position in cross country men's category and a girl student of the B.P. Ed got first position in table tennis; College students participated in volleyball and table tennis in the inter-college competitions held in the session 2019-20, where a girl from the college was selected for the university team.

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)

Overall Analysis

Strength:

1. Good infrastructure.
2. Participative and Visionary Management.
3. Eco-friendly Environment
4. Professional Courses are run efficiently

Weaknesses:

1. No Post-Graduate Programmes.
2. Research Output is Minimal.
3. E-Governance is yet to take off.
4. Alumni association is not registered.

Opportunities:

1. Different professional and PG courses can be introduces
2. Need of skill development programmes
3. The strength of Alumni can be channelized.
4. Four-Year Integrated B. Ed Programme.

Challenges:

1. E-Content Development- Training and Production.
2. Quality Enhancement and Quality Sustenance.

3. To develop skilled man power

4. Remote and rural area

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)

- E-Governance has to be initiated.
- Automation at all levels is required.
- Post-Graduate Programmes have to be launched.
- Encouragement of Research through a Research Cell should be initiated.
- Higher numbers of quality publications are required.
- • Establishment of efficient Placement Cell is necessary
- • Introduction of UG programmes in Tourism and Science.
- • Regular documentation of each activity of the college is needed.
- • IQAC has to be strengthened
- • Proper coordination among different stakeholders is required

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. SIBAJI PRATIM BASU	Chairperson	
2	DR. LALITA JOSHI	Member Co-ordinator	
3	DR. LIMBAGOUD SAYADGAR	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date