



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -2)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
GOVERNMENT DEGREE COLLEGE
C-22954
Jammu And Kashmir
Bhaderwah
182222

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	GOVERNMENT DEGREE COLLEGE Bhaderwah Jammu And Kashmir 182222
2.Year of Establishment	1955
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	4
• Departments/Centres:	23
• Programmes/Course offered:	26
• Permanent Faculty Members:	37
• Permanent Support Staff:	37
• Students:	1631
4.Three major features in the institutional Context (As perceived by the Peer Team):	1. Catering to the needs of rural students in Remote border and mountainous area. 2. high number of girls in PG classes. 3. one of the oldest Govt. College situated in a remote area.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 18-03-2019 Visit Date To : 19-03-2019
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Shivnarayan Yadav
Member Co - ordinator:	P R Sudhakaran

Member:

Hasmukh Padia

NAAC Co - ordinator:

Dr. Ruchi Tripathi

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

Government Degree College, Bhaderwah is one of the oldest affiliated colleges in the Himalayan range located in Bhaderwah in Jammu and Kashmir, catering to the higher education needs of the people in the remote high altitude areas. The College conducts two post graduate Degree Courses and 4 undergraduate degree programmes in Science, Arts, Humanities and social Sciences and Commerce streams comprising 27 Courses. 3 certificate courses aimed to increase the employability of the students are also offered as add-on courses. The Curriculum prescribed by the Jammu University is delivered effectively by the Institution. The Faculty from the College through their membership in Boards of Studies contribute to curriculum development. The UG programmes are under semester pattern and Choice Based Credit system has been recently introduced. For effective delivery of the curriculum, the College has adopted several measures such as preparatory meeting of Head of Departments at the beginning of the semester, formulation and adherence to academic calendar/schedule and sharing of information regularly with teachers and students through display notices and social media. Currently about 50% of the programmes are under CBCS that enables offering elective courses. Offering different subject combinations for UG programmes, apart from enabling students to choose the desired combinations, ensures inter-disciplinarity of studies. Efforts have been made to enrich curriculum by way of insisting studies on environmental sciences, by students of all programmes, offering a few add-on certificate courses aimed at skill development in select areas. Through advocacy groups such as gender champions group, organisation of awareness programmes, seminars and symposia and field visits, the Institution attempts to integrate several cross cutting issues into the curriculum.

**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	<i>Teaching- Learning Process</i>
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	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
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	<i>Student Performance and Learning Outcomes</i>
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	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

Admission to various programmes is on the basis of merit following statutory reservation, through a fair and transparent process. PG admission is through a centralised admission involving admission test by the University of Jammu and fifty percent of the seats for PG programmes are reserved to students from the local area. Admission process, academic/course calendar etc are well publicised; however only very few students are got enrolled from other states. Learning levels of students are mostly judged by direct methods, primarily based on their performance in internal tests and examinations. For slow learners remedial/extra classes and individual attention is given by the teachers and provide counselling to motivate them. Based on the performance in class and laboratory, the advanced learners are identified and further challenged with additional tasks and motivated. Learner-centric methods such as laboratory practical, field visit, market survey ensuring practical experience are made part of the curriculum. Participatory learning methods such as group discussion, debates, quiz competitions, are organised. Mock tests are conducted for the final year students for exposing them to tests of reasoning and logic and mental ability skills. Topic specific seminars, special lectures by experts from outside and industrial visits are arranged. PG students are encouraged to make PPT presentations and participate in seminars. Continuous internal evaluation is done through class tests; re-tests are given for weak performers. Internal assessment committee oversees the CIE to ensure that the system works well. The schedule is set and ensured that the CIE is conducted on time adhering to the academic calendar in a transparent and fool-proof manner. The CIE records are verified by the University Inspection team before releasing the results. Any discrepancy if noticed, is immediately rectified. By scrutiny at different levels in the college and finally by the University, the robustness of CIE is ensured. Programme outcomes and course outcomes are not adequately stated and displayed on the web site. No detailed analysis to assess attainment of PO, PSO and CO seem to have been made. The average pass percentage of the students is about 60% only during the last five years.

***Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)***

3.1	<i>Resource Mobilization for Research</i>
3.2	<i>Innovation Ecosystem</i>
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	<i>Research Publications and Awards</i>
3.4	<i>Extension Activities</i>
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	<i>Collaboration</i>

Qualitative analysis of Criterion 3

A suitable ecosystem to promote innovation, creation and transfer of knowledge appear to be missing in the Institution. Though Eight teachers have PhD ,no student has been registered for any research degree in the Institution .Teachers who do not have PhD are yet to register for doctoral research .The teachers and students are encouraged to participate in research seminars and publish papers.During the last 5 years 19 research papers and 14 Books have been published by the teachers. A research seminar was organised in the College in which several research papers were presented by participants from other Institutions. However, no research projects with outside funding are undertaken by any faculty in the College. Extension and outreach activities are organised in the neighbourhood community and adopted village primarily by NCC and NSS units of the College. These include winter camp by the NSS volunteers ,awareness programmes by way of organising rallies, special lectures ,seminar, poster displays and visits to hospitals,schools and other institutions to sensitise against drug abuse,use of plastic, aids awareness, legal awareness and traffic rules, cleanliness,cashless/digital economy, and gender equality. A month long environment awareness campaign was organised in collaboration with WWF in which painting competitions, cleanliness drive, lectures on biodiversity were organised. There are two units of NCC one each for boys and girls and cadets participate in Independence Day and Republic Day parades as well as qualify in C and B certification. Though the Institution has made occasional arrangements for internship, field visits or industrial visits of students, it is yet to develop any fruitful collaboration and linkages for faculty and student exchange.

**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 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	<i>IT Infrastructure</i>
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	<i>Maintenance of Campus Infrastructure</i>
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

Adequate physical and infrastructure facilities are available for the conduct of the ongoing programmes. There are 23 class rooms with customised desks, 2 smart class rooms, 11 laboratories for science subjects, a computer lab, furnished staff rooms, a well furnished conference hall, library and reading room, **common room for girls**, hostel for boys and staff quarters. The girls hostel has now been used to conduct PG course and the girls are temporarily accommodated in Staff Quarters. Sanction of Rs.5 crores has been received for a 100 - seated girls Hostel and the construction is underway. Bus facility though limited reprographic facility and Canteen have been provided. Reasonably good facility for indoor and outdoor sports and games have been provided. In addition to the College stadium ,there are two play grounds for outdoor games and sports and a hall for indoor games. These facilities are also used for organising cultural events .Health services for students ,teaching and non teaching staff and facility for movement of physically disabled seem to be inadequate. The College library has adequate physical facilities such as reading room and is partially computerised ; it is automated employing KOHA . There is good collection of text books, reference books, journals and magazines in different subjects matching the requirement for curriculum transaction and general reading. Library resources are augmented by procuring additional titles for which on an average Rs 2.0 lakhs is utilised. Library Advisory Committee oversees the functioning of the Library. There is a collection of old and rare books .Several of the activities in the College have been computerised . There are more than 30 computers, 10 broad band connections with LAN connectivity. Smart class rooms and Conference hall have ICT facilities. Edusat Hub is functional. Reprographic facilities are also provided. Licensed versions of the softwares are used. Maintenance and optimal utilisation of the available infrastructure is monitored and ensured by coordinated action of various Institution –level committees such as development committee ,sports committee. The College administration ensures proper use of the financial resources. Budget allocation is provided for the maintenance of infrastructure. Apart from regular staff for the up keep and maintenance of the infrastructure including buildings, water supply and electricity ,laboratories and stadium, NSS volunteers also contribute to maintenance of cleanliness.

**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

A general Student council, Student grievance Cell and Student cultural Cell constituted through an election process involved in organising various student activities and redressal of grievances and provide feed back on teaching-learning and other experiences. Further, student representatives are also members of various college level committees which are responsible for organisation of various domain functions and activities viz. academic, administrative and outreach activities of the College. The Institution has a range of games and extracurricular activities and encourages students to participate in University and State level events. Student welfare measures such as scholarships and personal enhancement activities such as career counselling and training for soft skill development are provided. From student aid fund, financial support is provided to meritorious students from below poverty line.

The college has a galaxy of distinguished Alumni who have provided tremendous support for renovation and replenishment of infrastructure such as Conference Hall, library resources, and are instrumental in starting few PG programmes. However, Alumni association is yet to be registered

**Criterion6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)**

6.1	<i>Institutional Vision and Leadership</i>
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	<i>Strategy Development and Deployment</i>
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	<i>Faculty Empowerment Strategies</i>
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	<i>Financial Management and Resource Mobilization</i>
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	<i>Internal Quality Assurance System</i>

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 (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Qualitative analysis of Criterion 6

The vision, mission and the goals of the Institution are in tune with the objectives of higher education and all the activities organised in the Institution are aimed to meet these objectives. The Institution practices decentralised and participative management principles . There are 25 committees with members of the Faculty as conveners, constituted by the Principal on different aspects of College functioning. The committee meetings are held according to standard procedures and the minutes of the meeting as approved by the Principal forms the basis for necessary academic and administrative actions. To achieve the objectives, the College has devised Institutional Development Plan Strategy with the participation of the faculty .The IDPS is in synergy with the state and national development perspectives and needs. But it is not clear how such an ambitious strategic plan is operationalized as detailed action plan is not seen deployed. Being a Higher education Institution of the government of Jammu and Kashmir, it is under the Department of Higher Education and the Director of Colleges . At the College level ,The Principal is the Head of the Institution who is responsible for the day to day administration of the Institution . Head of Departments are responsible for conduct of the academic programmes in each Department. Coordination of the various activities are done through various committees. Members from teaching staff are generally conveners of these committees and the members include both teaching and non teaching staff and in certain committees student representatives as well. Though these committees make recommendations regarding the functioning of College ,apparently their role in recruitment, promotion

etc are minimal as it is decided and implemented by the parent government Department .The Institution follows the rules and procedures set by the Government. The teaching and non teaching staff are entitled to all the welfare schemes and privileges granted to government employees as it is a Government College. Institution-specific welfare measures for low paid needy employees have also been put in place. Performance appraisal system is in place for both teaching and nonteaching staff. The APRs form the basis for career advancement of teaching staff. More teachers may be encouraged to attend refresher courses and short term training programmes for capacity building. Support for attending conferences and workshops may be provided. The Institution largely depends on the government funds and effective alternative mechanisms for fund mobilisation are lacking. Administrative and accounting system are in place and auditing is done regularly at the institution level by internal auditor and external audit is done by the CAG . The college has Internal Quality Assurance Cell. Strengthening IQAC with external experts would be useful. Documentation of the details of qualitative initiatives and evaluation of their outcomes would be useful to assess the incremental impact of these initiatives.

**Criterion7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)**

7.1	<i>Institutional Values and Social Responsibilities</i>
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 <ul 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	<i>Best Practices</i>
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	<i>Institutional Distinctiveness</i>
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

The Institution has put in place several practices to ensure safety particularly of girl students and women staff. These include deployment of gate keeper and security guards, common room for girls, Women staff room, deployment of women police security guard, constitution of College discipline committee and student counselling on gender sensitivity. Dust bins have been provided for collecting solid waste which are removed by the local municipality. Liquid waste primarily from the laboratories and other sources is drained into separate drainage without being processed. Though E waste is apparently minimal now, its load is likely to increase necessitating effective mechanisms for its removal. Awareness programmes have been organised on healthy green practices. The College follows green practices including banning of single use plastic containers, encouraging use of jute bags. Computerisation, though not complete has helped reduce use of paper. In a major plantation drive several fruit trees and Chinaar and Deodar have been planted in the Campus. There is a well maintained herbal garden. Solar panels are employed for about 10% of the campus lighting and more than 90% of lighting power is provided through LED bulbs. Aadhar based biometric attendance system aimed to ensure punctuality and improving work culture is one of the best practices followed by the College. Another best practice is adoption of a neighbouring village for extension activities under Swachh Bharat Abhiyan wherein awareness is created among the local people on health, nutrition, education, child and maternal care and the related schemes that provide support by the government. Follow up and outcome based evaluation of these practices would be useful to assess their impact.

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

Overall Analysis

Strength;

- The College is one of the oldest Higher Education Institution in the region with a galaxy of distinguished Alumni
- Adequate land and building with good infrastructure and green coverage
- Diversity of Academic programmes
- Merit-based and transparent admission process
- Well qualified and experienced teachers
- De-centralised and participatory governance of the Institution

Weakness

- Lacks ecosystem for innovation and Research
- Inadequate use of ICT
- Lacks collaboration and linkages with Institutions of excellence and Industry within and outside the country
- Inadequate Skill development and curriculum enrichment programmes
- Semester schedule prescribed by the University does not match with the climatic conditions of college locality

Opportunities

- Unique location of the college
- Opportunity for introduction of locally relevant skill development courses as electives under CBCS
- Seek funding for research on locally relevant problems from governmental and non governmental agencies
- Possibility of developing entrepreneurship and developmental programmes.
- Quality improvement through a proactive IQAC

Challenges

- Inability to ensure continuous service of experienced and committed teachers due to their frequent transfers.
- Dampened enthusiasm in the community to send children for higher education
- Inability to cope up with the new technologies and developments in several disciplines.
- Emergence of new Institutions with well equipped laboratories and infrastructure with autonomy to offer flexible attractive academic programmes.

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)

- • Introduce more add- on courses for skill development and elective courses for enriching curriculum to increase employability of learners and increase teaching and learning process
- • Introduce more experiential and participative learning components as institution specific requirements in curriculum
- • IQAC may be strengthened and may play a proactive role
- Planned academic expansion and quality improvement to be adequately supported by administrative action
- • Research and innovation ecosystem to be developed and seek recognition as research centre.
- • Encourage faculty to take up research on locally relevant problems and non PhD teachers to take up doctoral research and attract external funding for research
- • Incentivise faculty research through Institutional mechanisms
- • Outreach and extension programmes may be suitably planned and executed so that there can be twin benefits of learner training and sustained societal gains
- • Modernise laboratories, establish language Laboratory and strengthen infrastructure in terms of Hostels, library facility, ICT , transportation and canteen facility
- • All vacant posts of Faculty to be filled up

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

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Shivnarayan Yadav	Chairperson	
2	P R Sudhakaran	Member Co-ordinator	
3	Hasmukh Padia	Member	
4	Dr. Ruchi Tripathi	NAAC Co-ordinator	

Place: Date