



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

Accreditation - (Cycle -1)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
GOVERNMENT DEGREE COLLEGE UTTERSOO
C-21427
Jammu And Kashmir
Anantnag
192201**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	GOVERNMENT DEGREE COLLEGE UTTERSOO Anantnag Jammu And Kashmir 192201
2.Year of Establishment	2008
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	2
• Departments/Centres:	18
• Programmes/Course offered:	2
• Permanent Faculty Members:	26
• Permanent Support Staff:	5
• Students:	1093
4.Three major features in the institutional Context (As perceived by the Peer Team):	1. Offering education to poor and rural area students. 50 percent girl students. 2. Teachers are young and enthusiastic having native talent. 3. Well lit airy ICT enabled classrooms
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 13-06-2022 Visit Date To : 14-06-2022
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Keshari Lal Verma
Member Co - ordinator:	Lokesh Koodlur S

Member:

Waheeda Sunny Thomas

NAAC Co - ordinator:

Dr. Neelesh Pandey

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)

<i>1.1</i>	<i>Curricular Planning and Implementation</i>
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
<i>1.2</i>	<i>Academic Flexibility</i>
<i>1.3</i>	<i>Curriculum Enrichment</i>
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
<i>1.4</i>	<i>Feedback System</i>

Qualitative analysis of Criterion 1

The college is affiliated to the University of Kashmir and hence, the syllabus and the statutes regarding the curriculum are framed by the affiliating university. Both the programs offered in the institution are on the CBCS pattern. In addition to the regular courses, the introduction of Certificate Courses has been started. The values relevant to professional ethics, gender equity, humanity, environment, and sustainability issues are integrated into the curriculum. Co-curricular activities (including community outreach programs) are organized to complement the curriculum.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	<i>Student Enrollment and Profile</i>
2.2	<i>Catering to Student Diversity</i>
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	<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
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
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 examination related grievances is transparent, time- bound and efficient

2.6	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

The institution has implemented the CBCS pattern across all the programs. The students are free to choose from a diverse range of courses based on their interests. The classrooms are equipped with the latest ICT facilities for an effective and interactive teaching-learning process. The learning levels of the students are assessed using the examinations conducted by the affiliating university as well as through internal evaluation. Teachers are well-trained to deliver in a blended mode of teaching. The ratio of students to teachers is ~1:42 which needs an improvement. The mechanism of internal assessment is transparent and the grievances regarding admissions and examinations are solved in a time-bound manner but need documentation streamlining. The Course Outcomes are uploaded on the institutional website and also discussed in the classrooms. Students are engaged in maintaining the botanical garden under the supervision of faculty. Different strategies like career counseling, preparation for higher education, and training for competitive exams are in place to cater to the intellectual needs of the advanced learners and to improve the overall learning levels of the slow-learners, additional classes are engaged.

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

3.1	<i>Resource Mobilization for Research</i>
3.2	<i>Research Publications and Awards</i>

3.3	<i>Extension Activities</i>
3.3.1 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.
3.4	<i>Collaboration</i>

Qualitative analysis of Criterion 3

Few teachers have published research work in peer-reviewed journals and some are pursuing PhD. There is a need to enhance research efforts and funding. The number of research publications need to be improved. The institution organizes seminars and workshops both for the faculty and the students. The students have attended the conferences. The college has two NSS units supervised by the program officers. The units have been active in organizing extension activities and community outreach programs in the neighborhood.

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

4.1	<i>Physical Facilities</i>
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	<i>Library as a Learning Resource</i>
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
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

The institution has adequate infrastructure and physical facilities for teaching-learning viz eight classrooms equipped with smart boards, 5 laboratories with the required equipment, a partially automated library with more than 14000 books, a seminar hall with an interactive board, and a browsing centre, e-content development room, student facilitation centre and creche for employees babies, in house medical care room and canteen facility. The institutional library has a working subscription to several e-Journals and e-Books. The IT facilities are regularly upgraded by making procurements of desktops, IFPDs and a browsing centre with a high-end server. The institution has improved mechanisms for effective utilization and maintenance of the infrastructure.

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

5.1	<i>Student Support</i>
5.2	<i>Student Progression</i>
5.3	<i>Student Participation and Activities</i>
5.3.2 QIM	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)
5.4	<i>Alumni Engagement</i>

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
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Qualitative analysis of Criterion 5

A large number of students are provided with scholarships/freeship both by the government and the institution. Career counseling sessions are held for the students. Working mechanisms are in place for the timely redressal of the student grievances. For the grievances related to harassment, a separate committee called CASH is in place. The students have access to indoor sports. There is a need for an outdoor stadium/gymnasium. The registration of an alumni association is in progress and the alumni activities need to be enhanced.

***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 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	<i>Strategy Development and Deployment</i>
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	<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	Institutions 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	<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 governance of the institution is well in line with the Vision and Mission statement of the college. Different committees are involved in taking the decisions ensuring participative management and decentralization. The plans related to infrastructure augmentation, teaching-learning, and gender issues are effectively deployed. E-Governance needs to be accounted for admission and other areas. Several welfare measures exist for the faculty – NPS, GPF, SLI, incentives for add-on assignments, etc. The faculty members are provided leaves to attend Faculty development programs, however, there is a need to encourage for larger participation in seminars/conference. Internal Quality Assurance Cell (IQAC) came into existence in 2020. Since then, the cell has taken many initiatives for quality assurance. For transparency and accountability, the institution carries out internal and external audits regularly.

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

7.1	<i>Institutional Values and Social Responsibilities</i>
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	<p>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <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	<i>Best Practices</i>
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	<i>Institutional Distinctiveness</i>
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 institution has taken initiatives for the promotion of gender equity – a safe environment for women, awareness programs and workshops, and institutionalizing the mechanism for timely redressal of gender-related grievances. For the management of wastes, an eco-club and Sanitation committee is in place. The institution needs to improve vis-a-vis green practices. However, the institution has banned the use of polythene and plastic. The institution has created a barrier-free environment for specially-abled students. Values of integrity, humanity, inclusivity, and gender equality are celebrated by means of many awareness programs. The students and the staff are sensitized about the constitutional obligations. The discipline and the anti-ragging committee have devised a code of conduct for all the stakeholders of the college. The institution has adopted a potential best practice known as the Student Credit Approbation System (SCAS) which has increased the participation of the students in the co-curricular activities. The teachers have developed a cordial relationship amongst themselves, which is reflected through a good team work.

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

Overall Analysis

Adherence of the institution to its vision and mission.

All the programmes being offered on CBCS pattern.

All the classrooms equipped with latest ICT facilities.

Safe environment for the women in the campus

The faculty is young and passionate with an average age of around 30.

All the members of teaching faculty are trained to deliver online classes

Community outreach programs with NSS.

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)

- Enhance e-Governance in admission and overall college management.
- The documentation procedure should be better streamlined.
- Bring greater transparency in the internal evaluation system.
- Every subject should have an experiential learning/research-based component.
- Introduce degree programs related to Commerce and management and add-on/certificate courses based on local resources.

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	Keshari Lal Verma	Chairperson	
2	Lokesh Koodlur S	Member Co-ordinator	
3	Waheeda Sunny Thomas	Member	
4	Dr. Neelesh Pandey	NAAC Co-ordinator	

Place: Date