



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
RAJKIYA SNATAKOTTAR MAHAVIDYALAYA, BAZPUR  
C-21917  
BAZPUR  
Uttarakhand  
262401**

**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:	RAJKIYA SNATAKOTTAR MAHAVIDYALAYA, BAZPUR BAZPUR Uttarakhand 262401	
2.Year of Establishment	1996	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	10	
Programmes/Course offered:	25	
Permanent Faculty Members:	32	
Permanent Support Staff:	25	
Students:	1179	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. Catering to the educational needs of majority of the under privileged sections in a rural area of Uttarakhand.</li><li>2. Impact of outreach and extension activities through NSS, Rover Ranger visible in the surrounding villages with minority and tribal communities.</li><li>3. The initiative under C-TRAD (Centre for Terai Research Education and Development) started in the college for documenting and promoting cultural, social, religious and natural resources of the foot hills of Himalaya.</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 23-10-2023 To : 24-10-2023	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. SIBA PRASAD ADHIKARY	FormerVice Chancellor,Fakir Mohan University
Member Co-ordinator:	MS. LAKSHMI HARIBANDI	Professor,THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
Member:	DR. SUHAS DHANDE	Principal,KR Sapkal College of Management
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

## 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

Curricular aspects of courses of the college are governed by Ordinances of Kumaun University, Nainital. The college has developed a two-tier system comprising of a Curriculum Delivery Planning Committee (CDPC) at the college level in general and Departmental Sub committees (DSCs) in all departments for effective curriculum delivery. All the teachers of a department are members of its DSC and the HOD is the convener. The main function of this committee is to make plan for effective delivery of curriculum and to implement the plan. DSCs also prepare departmental timetable teaching plans. This committee is also responsible for carrying out different academic activities in the department. Curriculum Delivery Preparing Committee (CDPC) of the college has all the HODs and Examination in-charge as its members. The committee is headed by the Principal. This committee monitors the implementation of curriculum delivery plans made by DSCs throughout the semester. The college follows the broad framework of the academic calendar given by the University. Internal assessment is conducted periodically in the form of class tests and/or assignments/ group discussion/ oral presentation. The marks obtained by the students are uploaded to university examination portal at the end of each semester. The cross-cutting issues are an integral part of the prescribed curriculum by the university. The curriculum of M.Com and B.Com have topics like business ethics and corporate social responsibility, ethics and management, auditing and corporate governance, business environment, globalization and liberalization, socio-cultural environment, etc. A special paper- "Gender and Society" is a part of the syllabus of sociology that deals with topics like the social construction of gender, a sociocultural perspective of gender, gender discrimination, woman and the economy and the gender gap. The syllabus of history also covers gender sensitization with topics of the marriage system, the status of women in society, trends in religious history, and gender. In Political Science too there are many topics that deal with gender sensitization. Most of the syllabus of Hindi and Sanskrit deal with topics that help inculcate human values among students. The syllabus of botany and zoology include ecology and environmental biology, animal behavior, environmental science and applied zoology, wildlife conservation, bio-statistics and economic botany, sustainable development, plant resources, conservation, etc. College has also conducted a few activities such as essay writing, quizzes, poster making, debates, symposiums, seminars, assignments, presentations, field visits, workshops, etc. during the assessment period to instill the values and cross cutting issues among the students.

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

The teachers employ different teaching and learning methods to cater to the needs of diverse students. The college has departmental associations that organize programs like chart competitions, slogan making, painting, essay writing, etc. The college also organized a few invited lectures and extension activities during the assessment period. The college has set up a conference room with smart digital teaching devices, ten projector rooms, a presentation room with an interactive panel, a computer lab with the internet, and an EDUSAT classroom. During the COVID-19 pandemic, teaching apps like Zoom, Google Meet, and Google Classroom were used by students and teachers for their daily classes. Teachers also utilized in their teaching to some extent the freely available online resources such as video lectures, e-books and e-journals. The college adheres to the evaluation guidelines provided by the university for classroom assessments, attendance, assignments, and projects. The internal evaluation process is conducted in a transparent and closely monitored manner. As per the evaluation system recommended by the university, 75% weightage is given to external assessments and 25% to internal assessments. At the beginning of each academic year, an orientation program is conducted to educate students about the evaluation process and the tentative schedule of assessments. The finalized internal assessment marks are shared with students by the concerned teachers, and any discrepancies are resolved quickly. Student feedback and suggestions are collected to ensure transparency in the internal evaluation process.

The university conducts end-semester examinations, and the evaluation is carried out by faculty members from other colleges or universities and the results are shared with students through the university portal. Grievances related to examinations and assessments are reported to the concerned teacher, Head of Department, or Principal in that order. The Examination Committee of the College addresses any examination-related grievances.

The college adopts the programme outcomes and course outcomes prescribed by the Kumaun University, Nainital. The syllabus of all the programme along with the POs and the COs of all the individual courses offered by the departments are displayed on the college website. The Departmental Sub Committees hold their meetings at the beginning of the academic year to allocate subjects and communicate POs, and COs to each of

the faculty members. The college conducts an orientation programme at the beginning of the academic year which is followed by departmental orientations where the course outcomes are explained to the students in detail. The attainment of program, program specific and course outcomes required to be done in a better way. Student feedback is analyzed and the issues are addressed for the effective attainment of academic outcomes.

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	
<p>The college has created a system to collaborate with other institutions to host e-webinar series named ‘<b>Yuva Samvad Se Samadhan</b>’. These webinars cover a range of topics, including entrepreneurship, startups and self-employment as well as job opportunities in various fields through placement cell. But the collaboration is limited to organizing programs and needs enhancement in areas like student – faculty exchange, project and research work. There is also a course on IPR but is limited to creating only awareness and more emphasis on actual filing and grant of IPRs need to be there. A few workshops, seminars, conferences, lecture series are arranged to help faculty to understand the current research scenario with interdisciplinary and multidisciplinary work. Faculty members have a few publications in peer-reviewed journals, a few book chapters, but the publications in UGC Care listed and Scopus journals are less in number. Number of co-curricular, extra-curricular, and extension activities are organized through NCC, NSS and Range Rover, in addition to extension activities within the local community like cleanliness, environmental protection, gender equality, anti-drug etc. NCC cadets conduct swachta pakhwada, drill, Republic Day Parades, and celebrate national festivals etc. to foster cultural diversity, history, patriotism, national integration, brotherhood, communal harmony, and experience the traditions, customs, languages, and cultures of various states. The college has also organized events such as blood donation camps, and environment awareness initiatives, further contributing to the welfare of society. The institute has got a few awards for these activities from local, university and state bodies. There are no funded research projects undertaken by the faculty. A few students are pursuing research at the college under the recognized guides of the affiliating university.</p>	

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	
<p>The Institution has 11.2 acres of land and has a covered area of 9306 square meters, running U.G. and P.G. programmes in Arts, Commerce, and Science. The college has 20 lecture rooms and 5 laboratories. In addition, it has 11 ICT-enabled classrooms. It has a computer lab with 16 system and internet facility with bandwidth of 100 mbps. There are separate staff rooms for all the 12 departments. The library is semi-automated and uses the E-Granthalaya Library Management System. It has a reading room and has 11044 books with 2187 titles, 60+ national and international journals. It provides access to both teachers and students to online journals through the N-LIST database. The college has a multipurpose hall which is used for cultural activities, seminars, conferences, and indoor games, and it has instruments like Tabla and Harmonium for cultural activities. The college has playground with facilities like cricket practice net, volley ball, football, javelin throw, race track etc. and indoor games facility like Badminton Court, Drop Roball, Kabbadi Mat /Taikwando Mat, Table Tennis etc. There is sufficient expenditure on infrastructural development and maintenance. Yoga program has well-equipped facilities to train students. The institute also a dedicated committee to organize cultural events and programs.</p>	

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
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The college is yet to have their alumni association registered. However, many of its alumni members actively participate in different college activities and contribute their might. They have contributed to the creation of tangible infrastructure. So far their contribution in term of funds is negligible.

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

6.1	Institutional Vision and Leadership
6.1.1 QIM	<b><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></b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b><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></b>
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 college has implemented National Education Policy-2020. The students have registered in Academic Bank of Credit (ABC id) portal. At the beginning of each academic session Administrative and Academic committees are formed to manage admissions, timetables, examinations, library, infrastructure development and maintenance, and extracurricular activities. Committees involve students' participation. Student elections have been conducted. Their leadership roles are supported through executive bodies in the college. College implemented e- Governance in areas of Administration, Finance & Accounts, Student Admission & Support, and Examination. The college supports teachers to attend academic conferences/ seminars / workshops, and also FDP/ Orientation/ Induction Programs/ Refresher Courses, Short term courses etc. as per state Govt rules. The Principal assigns tasks to both teaching and non-teaching staff, through formation of different committees for overall functioning of the Institution. The teaching and non-teaching staff are appointed by the State Govt. Six statutory committees - Anti-Ragging, Grievances Redressal Cell, Woman Cell, R.T.I, Anti-Drug, Scholarship have been formed in the college. The institution offers welfare measures to its teaching and non-teaching staff according to the guidelines of the state government. All permanent staff members avail medical benefits for themselves and dependent family members through Golden Card facility provided to state government employees. The staff avail Earned Leave, Casual Leave, Medical Leave, Maternity leave, Child Care Leave etc. The institution provides pension, gratuity and other retirement benefits as per policy of the Government of Uttarakhand. The Performance Appraisal System for teaching and non-teaching staff in the college is as per the guidelines issued by the UGC and Uttarakhand government. The College gets funds

mainly from Government of Uttarakhand and fee collected by college from students. Occasionally the College also gets funds from Local M.L.A, local M.P, District authorities etc. Purchase committee approves all the purchases dully following the financial rules of the government. The college was sanctioned a fund of two crores under component seven of RUSA Phase -1 for the infrastructural development. Internal audit is done by the Directorate of Higher Education, Uttarakhand. The A.G., Dehradun conducted external financial audits regularly as per Govt procedure. IQAC reviews the progress in identified areas for improvement. On recommendation of IQAC, purchase of reference books and journals for reading room, computers and printers required for computer lab, Academic audit in each department, collection of feedback from students and teachers on infrastructure etc., are carried out. The organizers of every activity provide a report on the outcome to the principal and IQAC to identify areas for further improvement.

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 college has more than 60 percent of female students. The college conducts a Gender Audit, carried out by female staff members as auditors. The college corridors are equipped with CCTV cameras. The college has security personnel at the gate and night watchmen to keep vigil of the campus. All the committees in the college have women members to ensure gender equality. Female students actively participate in sports events organized by the college and the affiliating university. The college showcases a diverse range of cultural events representing regions, religions, cultures, and languages of India, and also organises programs to sensitize rights and duties to students through talks, poster competition, essay competition and seminars. The college organized free vaccination drives for COVID-19, promoted voter awareness among students and people of nearby areas organized Swachhta Pakhwada, blood donation camps, voter ID registration camps, unity runs, yoga camps, and traffic rule awareness programs. The college celebrates several regional, national, and international commemorative days, such as Independence Day, Republic Day, International Women's Day, Youth Day, World Water Day, Ocean Day, Earth Day, World Environment Day, National Voters day, International Yoga Day, Unity Day, Harela, Holi, Diwali, and Lohari.



Two best practices: 1. Environmental consciousness and sustainability: The college provided an area (my corner/ Mera Kona) to individual staff for maintaining the greenery of that specified area, within the campus with the help of students. The establishment of the green areas became beneficial to the students, with an abundance of insects and a clean environment that is being utilized by Botany and Zoology students for their project work. 2. Transforming Plastic Waste into "Eco Bricks": Plastic waste reduction is the focus of this practice by compacting single-use plastic into eco bricks. The plastic waste was collected and eco-bricks are made out of it and deposited at the collection point. These bricks have been utilized for borders of the botanical garden, seating purpose, as well as creating boundaries in plantation areas.

The college by virtue of its location in the remote rural area, caters to the upliftment of the neighboring community as a whole by providing education opportunities.

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

#### **Overall Analysis**

##### **Strength:**

The teachers of almost all departments have Ph.D./NET.

Government schemes that benefit students of deprived classes (SC/ST/OBC) are provided.

Admission is merit-based, and the college is co-educational with more than 60% girl students.

The college is a study center for distance learning through Uttarakhand Open University (UOU), enabling working class students to pursue higher education.

The college offers access to an e-library and Distant Classroom Education (EDUSAT).

The college has adequate infrastructure and a good multipurpose auditorium and indoor sports facility.

The college serves the neighboring community via its outreach activities through NSS and Rover Rangers. The NCC unit empowers the students to join the army.

##### **Weaknesses:**

Public transport facility for students to travel to college is not available due to its location in a remote area.

Lack of separate lecture rooms and science laboratories for UG and PG students in some departments.

Lack of state-of-art equipment for carrying out research in the laboratories.

Lack of canteen facility on the college campus.

##### **Opportunities:**

The college has a large number of qualified faculty with Ph.D. degrees with potential of carrying out research and guiding Ph.D. students.

The college can introduce vocational courses and skill oriented courses, which are relevant to the region.

The multi-purpose hall of the college to be utilized for various purposes like organizing workshops, seminars, conferences and holding cultural activities.

**Challenges:**

The college has students from different socio-economic backgrounds, which is a challenge in providing equal opportunities in teaching, learning and research to all students.

With the existing facilities the implementation of the National Education Policy 2020 offering CBCS and Skill-oriented education may pose a challenge.

As the Govt college is located in a rural area, it has difficulty in attracting students from urban areas and other nearby states to have student diversity.

#### **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)

- To introduce skill based courses (Certificate and Diploma) in Food processing and packaging, Horticulture, Tourism and Hospitality management, Vermicomposting, Tally, Marketing, Accountancy, automobile and related courses suitable for the region.
- Appointment of a Physical Education instructor to strengthen the sports activity of the college.
- Teachers to undertake externally funded projects to strengthen the research infrastructure and to enhance research outcome with publications in referred journals.
- Each Department to organise seminars/conferences/workshops inviting subject experts and to publish proceedings, as well as research papers in UGC-Care / Scopus / WoS journals.
- To set up a Language laboratory to improve English communication skills of the students.
- Library to be fully automated and need to procure more titles and reference books required for PG courses of the college.
- Placement and Career counselling Cell be strengthened. Tie-up with local industries like Tata Motors, Asoka Leyland, Mahendra and Mahendra etc for industrial visit and internship be formalised with functional MOUs.
- Science laboratories be upgraded with required equipment as per syllabus, and a Central Instrumentation laboratory with sophisticated equipment be established.
- A canteen be established in the college for students and employees.
- Launching of new programs in Home Science, Economics, Geography, Computer application and Physical education to further strengthen UG education in the college.

**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. SIBA PRASAD ADHIKARY	Chairperson	
2	MS. LAKSHMI HARIBANDI	Member Co-ordinator	
3	DR. SUHAS DHANDE	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date