

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

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
KIRODIMAL GOVERNMENT ARTS AND SCIENCE COLLEGE
(AUTONOMOUS)**

C-22390

**Raigarh
496001**

**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:	KIRODIMAL GOVERNMENT ARTS AND SCIENCE COLLEGE (AUTONOMOUS) Raigarh Chhattisgarh 496001	
2.Year of Establishment	1958	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	10	
Programmes/Course offered:	18	
Permanent Faculty Members:	45	
Permanent Support Staff:	11	
Students:	4403	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Girl students outnumber the boys 2. Reserved category students dominate 3. Cater to the regional diversity of the region	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 17-08-2022 Visit Date To : 18-08-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MANIAN SELLAMUTHU	Former Vice Chancellor,ANNAMALAI UNIVERSITY ANNAMALAINAGAR
Member Co-ordinator:	DR. KARTICK CHANDRA PAUL	Former Professor,FORMERLY OF VIDYASAGAR UNIVERSITY
Member:	DR. ANUPAM RATANSHANKER NAGAR	Principal,Gurukul Mahila Arts And Commerce College
NAAC Co - ordinator:	Dr. Neelesh Pandey	

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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	Curricular Planning and Implementation
I.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
I.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
I.2	Academic Flexibility
I.3	Curriculum Enrichment
I.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
I.4	Feedback System

Qualitative analysis of Criterion 1

Curriculum in each subject is designed by the affiliating university i.e. Shaheed Nand Kumar Patel University, Raigarh. Semester system has been introduced in all the UG and PG programmes since 2015 when the college was affiliated to Atal Bihari Bajpayee Viswavidyalay, Bilaspur. The college was given autonomy status by UGC from 1995-1996 to 2015-2016. Departmental teachers prepare individual teaching plans based on a common academic calendar prepared by the college every year taking into consideration the relevant guiding rules and regulations of the affiliating university and the government of Chhattisgarh. Subject-wise topics / lessons to be taught by individual teachers in a month are notified in the class at the beginning of each month. Special classes are arranged for those students who miss the class for participation in extra-curricular and co-curricular activities like games and sports, NSS / NCC, etc. Faculty members maintain a work diary individually to keep records of holding classes and gradual completion of the prescribed syllabus on time. For a smooth delivery of the teaching responsibility, the HOD of each department has to have a monthly check on the progress of subject-wise teaching completion in terms of the pre-drafted teaching plans, followed by a close monitoring under the leadership of the Principal through the periodic meetings with the teachers. Preparedness for NEP: The college declares its readiness to implement the directives in connection with the forthcoming New Education Policy as and when those will be promulgated by the UGC and other regulatory bodies.

In 8 out of 18 programmes, Choice Based Credit System (CBCS) has been introduced. No Add-on / Certificate programme was offered during the assessment period.

Major cross-cutting issues like professional ethics, gender, environment, and human values are addressed through some of the regular course syllabi of the programmes. In fact, these issues have been included in the syllabus of different relevant courses as framed by the affiliating University. For example, 'Environment Study' that addresses some of the important environmental issues is a compulsory subject in all the UG programmes. Similarly, some topics on gender issues have been included in courses of English Literature, Political Science, Sociology, and Psychology; students of political science learn some lessons on human rights. There are four courses involving 2% students in different programmes that provide scope for experiential learning through project work /internship. These are also practised through some extra-curricular activities like NSS, yoga and meditation, workshops in collaboration with local societal groups, etc.

Feedback system involves collection from four stakeholders – students, teachers, employers and alumni. After a careful analysis, feedback report is prepared and appropriate actions are taken.

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Academic Audit and Administrative Audit are conducted internally by the college on an annual basis.

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

Qualitative analysis of Criterion 2

Admission: There is a steady increasing trend in the number of students over the last four years – 2857 to 4403, consequent to a similar trend in admission strength. Among UG programmes, Students' admission falls marginally short of the sanctioned strength. In PG programmes, however, significant number of seats remain vacant in some of the subjects like Sanskrit (23 of 50), Psychology (16 of 40), and Economics (30 of 40). Average percentage of reserved category seats filled is 69 even in view of the fact that reserved category students admitted are more than the sanctioned number in each category barring ST. One important feature of the composition of students is that the girl students outnumbered boys across all the categories and programmes.

Learning levels of the newly admitted students are assessed mainly on the basis of the scores in the class tests and examination in semester 1, supplemented by personal interaction with students. Normally, students scoring 60% or more marks are identified as fast / advanced learners. The departmental teachers design special teaching programmes – to bridge up the learning gap of slow learners e.g. by remedial coaching programme and to provide / suggest higher level learning materials for advanced learners.

Student-teacher ratio of 111.97 appears to be very poor; appointment of more full time teachers is the urgent need of the college. But the college authority is handicapped in this regard since it is purely governed by the state government of Chhattisgarh.

Apart from the conventional teaching-learning methods, as a part of experiential, participative, and problem-solving learning methods, students are kept engaged in field work, project work, group discussion, seminar presentation, educational tours to places of historical importance, visits to industrial organisations like banks, insurance companies, etc., to social and non-government organisations, etc. In the process, students get the

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opportunity of self-assessment and to find out the gap between theoretical bookish learning and practice-based learning. Most of the new generation teachers use ICT and audio-video tools in teaching and of late, in view of Covid pandemic situation that compelled the students and the teachers to keep themselves away from classroom teaching in conventional physical mode, all had to be conversant and comfortable with online classes getting booster initiatives of the IQAC cell.

A good number of teaching positions remained vacant. Average experience of the teachers in the same college is 19.89 years. It is very good to note that 23 out of 45 teachers are Ph. D. Holders.

Evaluation of teaching-learning exercises is done through internal assessment and university examination. Internal assessment is conducted once in a semester as per the academic calendar, followed by the term- / semester-end examinations as per the university-prescribed schedules. Over and above the above-said internal tests and also as a part of the internal assessment, every student has to prepare and submit one assignment paper in each subject on the basis of the separate topic assigned to them at the beginning of the semester. For internal assessment in PG programmes, there are two additional components – one more internal test and one seminar presentation on a topic separately assigned for each student. For PG students of the departments of Geography and Psychology, there is a Project-paper to be evaluated on its two components – preparation and presentation, introduced with the objective of inculcating research orientation among the students and also to give scope of experiential learning. Some departments organise educational tours to develop a communication-bridge between theoretical knowledge and the real life situation. For verification and transparency, the students are given access to the valued answer-scripts of all internal examinations; grievance, if any, is redressed with utmost seriousness. Evaluation of answer-scripts for all external university-level examinations is also transparent with the scope of re-evaluation demanded by the students.

A good number of teachers in different subjects acted / have been acting as members of university-level Boards of Studies in the respective subjects, discharging the responsibility of paper setting and evaluation. Giving due importance to outcome-based education, it is stated that departments meticulously prepare course outcome attainment metrics, based on preset targets (a minimum of 48% marks in a course /paper) for each of the courses in a programme; but only some sample documents are available for verification. Programme Outcomes (POs) have been calculated.

Average pass percentage of students is 81.66 (UG & PG combined) which appears to be pretty good in a reserved category dominated (90%) college.

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	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.5	Collaboration

Qualitative analysis of Criterion 3

The college (in fact, a teacher in Hindi Department) received a lone Project-research grant of Rs. 2.30 lakhs from UGC for the period 2015-17. It is commendable to note that there are doctoral programmes in three subjects i.e. English, Hindi, and Chemistry; but only 02 out of 14 sanctioned seats have been filled with no

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student in Hindi. Only 02 teachers, one each from the departments of Chemistry and English, have been acting as Ph. D. Supervisor. Around 10 National seminars, 15 workshops and 12 webinars and online workshops have been conducted by different faculties in last five years. During the assessment period, 41 research papers have been published in national and international journals and 14 research papers were included in national level edited books. But the college could not organise even a single seminar or workshop on Research Methodology, Intellectual Property Rights or Entrepreneurship during the assessment period.

The students of the college are traditionally motivated to get deeply involved in various types of extension activities in the neighbouring localities through various organisational units like NSS, NCC, Red Cross Society, academic departments of the college, and governmental programmes. 44 such programmes and activities include 04 NSS camps, 06 plantation drives, 06 Yoga camps, 04 cleanliness drives, 02 HIV Aids Awareness Rally, 04 voter awareness programmes, 08 blood donation camps, 03 National De-worming and Fileria Eradication Programs, 01 plastic free campus drive, 04 mental health awareness programmes, 05 gender sensitisation programmes, Corona awareness campaign, traffic management, and the like. The college received 07 Awards for its various extension activities during the assessment period; it includes prestigious state-level awards from Chief Minister and Education Minister. An average 27% students of the college took part in such extension / outreach programmes. During the period, seven students (individually) took part in different collaborative programmes including zonal-level Republic Day Parade. One Memorandum of Understanding (MOU) was signed with OP Jindal University, Raigarh in 2019 (to remain effective for 5 years) on exchange of students, faculties, and staffs.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The college has a built up area of 11,157.85 sq.mts. on a land area of 11.5 (10+1.5) acres in two plots. The bigger plot along with the then existing building built on it, was donated by Seth Kirodimal. The college thus established, started its journey with UG level degree programmes since 19.08.1958. The college acquired the smaller plot of land, located 1 km apart, to develop its second campus that houses 06 PG (Arts) programmes. Now when the college is completing its 64 years of journey, coincidentally on the same day of completing the on-site visit for the second cycle of NAAC re-accreditation, the college has been running with 14 PG programmes (05 in Science and 09 in Arts) and 04 UG programmes (Arts, Science, Commerce, and BCA).

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Physical infrastructure includes 28 well-maintained furnished class rooms with required number of benches, chairs, and tables, 04 well-equipped science laboratories, 01 smart classroom and 01 ICT-enabled seminar hall, 01 computer lab with 50 computers, 04 computers for office use and 07 for teaching community, some other ICT equipments such as printers, photocopiers, projector screens, and speakers, 01 Notice-cum-Display board in each department, 03 water-coolers installed at strategic locations, and 01 store room for Sports materials and equipments. It has developed one well-maintained play ground with Turf cricket pitch which can host state level cricket tournament. Student-Computer ratio of 125.55 is effectively meaningless. Internet connection bandwidth is stated to be within the range of 5 MBPS – 10 MBPS. An amount of Rs. 1.788 lakhs was spent in 2020-21 for non-salary maintenance of academic and physical infrastructure.

There is a separate building for library with more than 30431 books maintained in different bookshelves according to the DDC method. There was no addition to the library books, journals or any of the e-resources, barring the subscription of NLIST for the period April 2021 to March 2023. It is surprising to note that the usage of library resources by the students and the teachers during the assessment period is low.

The college conducts various types of cultural and co-curricular activities specially for the students, some of which are routine affairs e.g. annual cultural festival, celebration of National and International commemorative events with Speech, Debates and competitions, observing Yoga Day on 21st June, etc. Other activities include organizing competitions like Essay Writing, Speech, Quiz, Debate, Chitra Kala (Drawing), Pot Painting, Pak Kala (Culinary Art), Salad Decoration, Rangoli, Alpana, Mehndi etc., Solo Classical Singing, Light Classical Singing, Flute playing, Guitar playing, Solo Dance, Classical Dance, Group Dance, Chhattisgarhi Folk Dance (Yugal & Group), Drama (Natak), Yogasan, etc., special Yoga training program for NCC cadets, annual Summer Internship Program on Yoga held for one week from 14-21 June every year arranged by State NSS Unit, arranging lectures and training programs by Sahaj Yoga, Art of Living, etc.

Roughly an amount of Rs. 2 lakhs per year (non-salary component) is spent for academic and physical infrastructure. The college has set procedures and policies in place for maintaining and utilizing physical, academic and support facilities like laboratory, library, sports complex, computers, and classrooms etc.

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

Qualitative analysis of Criterion 5

Majority of the students (75%) were benefited from the Govt. Scholarships and free studentships. The college took some of the possible initiatives for capacity building and skill development amongst the students; the initiatives taken included Life skills (Yoga, physical fitness, health and hygiene), and ICT/computing skills. There were a few initiative regarding career counselling and guidance for competitive examinations for the benefit of the students.

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Utmost importance is given to students' grievance redressal mechanism. All the relevant guidelines of the appropriate authorities are followed in full. Awareness programmes are conducted for all the on-campus stakeholders. Grievance submission mechanism is easy accessible such that grievance can be submitted in no time. Zero tolerance policy is followed to remedy any grievance situation by suggesting appropriate measure by the relevant committee in place and ultimately taking right action without any delay.

On an average, only 1.26% of pass-out students got job placement with the help of college initiative but there was no initiative during the last three years. 91.25% of the pass-out students had chosen further development of academic career by undergoing higher studies. A total number of 59 students cracked state/ national/ international level examinations (NET-25, SLET-32, and GATE-2) during the assessment period. Two students individually won awards / medals (01 Gold and 01 Bronze) in national level sports in the same year i.e.2019-20.

Students' Council is formed every year following the statutory norms. Students' representation in some administrative committees like IQAC, ICC, Grievance Redressal Committee etc., is statutorily fixed. Through their active participation in those administrative committees, they get the opportunity of personality development. Apart from Students' Council, students also take part very actively in many other co-curricular and extra-curricular activities, notably through NSS, cultural activities, educational excursion, sports, etc. On an average, 41 students per year participated in sports and cultural events/competitions, including no participation in 2021, presumably due to COVID situation.

There is an active Alumni Association formed in February 2010 at the time of 1st NAAC accreditation of the college; but it has been registered only on 18th August, 2021. However, the association remained functional and kept on contributing its services towards various developmental programmes of the college; developing the Botanical Garden on the college campus and supporting digitisation of the college library are worthy mentioning among its support services. The alumni of the college are placed in industries, business, professional fields, entertainment and media industry, academics, social work and various other fields. Based on their fields of engagement, relevant alumni resources, both financial and non-financial, are pooled to the development of the college and its students. In financial terms, it has built-up a pool of fund to the tune of Rs.5.69 lakhs.

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

Qualitative analysis of Criterion 6

The college is located in an area which is inhabited by people with diverse socio-economic and cultural background. The college was established with the vision of nurturing the minds of its students to build up their character with the required knowledge base so as to be able to display humility in their professional and social life to be worthy citizens of this country.

The college is a Government College and so all strategic plans are taken by the Department of Higher Education, CG Government. Hence, all sorts of action plans, be it financial, academic, administrative, services (appointment, promotion, service rules, etc.), welfare measures, and the like, are necessarily to be governed in conformity with the government rules and procedures. However, for smooth functioning of the college, all internal strategies are adopted by the college following democratically determined internal policies of the college. The governance structure of the college from top level to bottom level involves stakeholders like faculty members, administrative staff, students, alumni, and the local well wishers of the college. All these

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Page 9/14

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stakeholders perform their respective functions keeping the students at the centre. Teachers find their place in almost all the major decision making bodies. In the college, there are two administrative pillars – (1) IQAC to look after the academic administration, and (2) the Staff Council constituted with all teaching faculties where the Principal functions as the President and a senior Professor as Secretary. IQAC is also represented by all the stakeholders, both inside and outside, in the prescribed proportion. These two apex bodies operate through a functional decentralisation process delegating operational responsibility to a host of committees and sub-committees constituted by taking appropriate representation from relevant group/s of stakeholders. Role of Janbhagidari Samity in implementation of the plans and policies is also very effective.

Decentralisation and participative management practices are conspicuously visible in organising annual sports competition and annual cultural function and also in framing strategic / perspective plan.

E-governance is implemented in all the major sectional functions and activities like Administration, Finance and Accounts, Student Admission and Support, and Examination.

As a strategy to empower teachers and non-teaching staff members, different welfare measures are taken. For example, teachers are supposed to be encouraged to participate in various academic and professional development programs (orientation and refresher courses), to attend various conferences and workshops and to present papers in the seminars, to go for doing research in the forms of M. Phil. and Ph. D. But it is surprising and a matter of concern to note that not a single penny was spent during the entire assessment period for the teachers neither to attend conferences/workshops and towards membership fee of professional bodies nor to organise such programmes. However, an average of 26.44% of the teachers per year attended professional development Programmes.

It being a government college, all the teachers and non-teaching staffs are appointed by the state government following the minimum quality criteria prescribed by the government. Performance Appraisal system for teachers as prescribed by the regulatory bodies like UGC and state government is mandatorily followed. The entire process is organised under the supervision of IQAC. For non-teaching employees, self-appraisal forms duly filled individually are forwarded by the Principal with his/her comments, to the department of higher education, C.G. Government. The college conducts its academic and administrative audits internally and sometimes by external expert agencies.

The college conducts its internal financial audit by its own competent staff and external financial audit by the staff of affiliating university, the department of higher Education C.G. Government and the office of Accountant General. Utilisation of RUSA funds are audited by an approved Chartered Accountant. Academic and administrative quality sustenance programmes are coordinated by IQAC. Quality sustenance initiatives undertaken by the college include regular meeting of Internal Quality Assurance Cell (IQAC) and Feedback analyses.

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

Qualitative analysis of Criterion 7

Girl students out-numbered the boys. The college authority is keen to maintain the safety and security of the students, girl students in particular. This is effected through a Disciplinary and Ragging Control Committee. The college has a separate common room for girl students. Awareness about legal issues, health & hygiene issues, unacceptable behavioural issues, etc. is generated by organising expert lectures, seminars and workshops. Use of solar energy ensures efficient energy consumption.

Under waste disposal scheme, dry and wet wastes are collected in separate bins. Partial waste recycling system is maintained by the college. E-wastes are managed by disposing off on the recommendation of the appropriate government authority and following specified rules.

Major Green Initiatives include ban on use of plastic and landscaping with trees and plants. Social harmony is strengthened through observance of 'Day' - birthdays of national level social reformers, Independence day, Republic day, International Yoga day, etc. in which experts are invited to deliver lectures on the issue. There is a Code of Conduct for the students of all the government colleges in Chhattisgarh; that is administered under the monitoring committee of the college.

Two 'Best Practices' of the college are: 'Health Awareness & Preventive Medicare for Students' and 'Popularizing Yoga Culture & Holistic Development of Students'. In the first practice, National De-worming scheme and National Filariasis Control Program (APELF) have been included through the college unit of the Red Cross Society. Through those programmes, the students of the college have spread awareness about the different government sponsored health schemes among their families and neighbours in the remote villages.

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Yoga practice mainly by the students of the college, under the second best practice, has become very effective in maintaining overall fitness and bringing about concentration in their study.

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

Overall Analysis

Strength:

1. The Institution caters to the regional diversity of the area.
2. Girls outnumber the boy students.
3. Adequate space for infrastructural development.
4. Availability of Hostel facility (SC) for boys and girls.
5. Good number of faculty representation at the University BoS.

Weaknesses:

1. Number of Teaching and Administrative positions are yet to be filled.
2. Inadequate use of the Central Library resources.
3. Lack of optimum ICT support in Teaching and Learning process.
4. Science laboratories are not adequately equipped with equipments.
5. Absence of Health-Centre in the college.

Opportunities:

1. Empowerment of tribal communities through education.
2. Introduction of Skill-based certificate programmes and value-added courses to make the students employable.
3. Scope for upgradation of more departments into Research Centres.
4. Scope for generating resources from the Alumni.
5. Exploring the scope for MoUs with the local industries.

Challenges:

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1. To generate adequate funds for future development.
2. To develop communications/ soft skills of students from the under-privileged sections of the society.
3. To provide transportation facilities to the students coming from the rural and far-flung areas of the district.
4. Maintenance of Hygiene on the campus.
5. Introduction of Innovative teaching methodologies.

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)

- Introduction of Add-on skill-based certificate programmes.
- Improvement of ICT facilities for Teaching-Learning Process.
- Action should promptly taken to fill-up the vacant positions including the post of Librarian.
- Introduction of Mentor-Mentee system for the slow learners.
- Increase in number and size of classrooms.
- Introduction of MCom, MCA and allied PG programmes.
- Provision of more stand-alone computers in the Departments and Central Library with Internet facility.
- Additional Hostel facilities and intake capacity needs to be addressed to accommodate more students.
- Establishment of Career-Guidance centre in collaboration with the Alumni Association.
- Development of Sports-ground with Track and Field.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Principal

**Kirodimal Govt. Arts & Sc. Coll.,
Raigarh (C.G.)**



Seal of the Institution



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Sl.No	Name		Signature with date
1	MANIAN SELLAMUTHU	Chairperson	 18.08.2022
2	KARTICK CHANDRA PAUL	Member Co - ordinator	 18/08/22
3	ANUPAMRATANSHAN KER NAGAR	Member	ARSNagar 18/08/2022
4	Dr. Neelesh Pandey	NAAC Co - ordinator	

Place RAIGARH

Date 18.08.2022

NAAC