



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

**Accreditation - (Cycle - 2)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
RAMNAGAR COLLEGE  
C-19101**

**Contai  
West Bengal  
721453**

**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:	RAMNAGAR COLLEGE Contai West Bengal 721453	
2.Year of Establishment	1972	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	25	
Programmes/Course offered:	25	
Permanent Faculty Members:	85	
Permanent Support Staff:	14	
Students:	3470	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Nestled in rural land scape 2. Co-education with female students in majority 3. Some job-oriented courses	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 10-01-2025 To : 11-01-2025	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. SUSHIL KUMAR SHARMA	Professor-HAG (Higher Academic Grade pay of Level 15 of 7th CPC),Mizoram University Aizawl
Member Co-ordinator:	DR. ANTHONY ROSE	Professor,Bharati Vidyapeeth Deemed University
Member:	DR. ASHIMA GAKHAR	Principal,Dyal Singh College, Karnal
NAAC Co - ordinator:	Dr. Priya N	

## Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<p><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></p> <p>Ramnagar College follows the curricula designed and developed by the affiliating Vidyasagar University. It follows a well-documented approach to curriculum delivery and has adopted the Choice Based Credit System (CBCS) for all programs. The college ensures effective curriculum planning through the academic calendar. Departmental meetings and ICT-based teaching-learning methods are held. Regular assessments and remedial classes reflect the college's focus on academic and learner support. The college conducts feedback. The faculty's dedication to addressing academic and non-academic queries highlights the supportive learning environment.</p> <p>However, there is limited mention of industry collaborations to enhance the curriculum's relevance. The institute needs to focus on conduct of faculty development on innovative teaching methods. Conduct of teaching learning through modes such as experiential learning, flipped classroom and research projects should be initiated. The value added or add on courses needs to be delivered by inviting experts. The college should attempt to have some of its faculty members as members of the Board of Studies of the University.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b></p> <p>The College integrates cross-cutting issues such as Professional Ethics, Gender, Human Values, and Environment &amp; Sustainability into its curriculum through the courses offered. These courses are primarily under the Choice-Based Credit System (CBCS). Examples include Environmental Studies, Women and Empowerment, and Ethics: Indian and Western, which reflect the approach to fostering social awareness and ethical sensitivity among students. Specific courses, such as Nutrition, Health, Public Health and Nutrition, Environmental Sociology, etc., demonstrate the curriculum's contextual relevance.</p> <p>However, while the curriculum includes the relevant courses, there is need of mechanisms to assess the impact of these initiatives. Strengthening co-curricular and extracurricular initiatives related to these themes could enhance student participation and learning outcomes.</p>

### Qualitative analysis of Criterion 1

Ramnagar College follows the curricula designed and developed by the affiliating Vidyasagar University. The college ensures effective curriculum planning through the academic calendar. Departmental meetings and ICT-based teaching-learning methods are held. The college conducts feedback. However, there is limited mention of industry collaborations to enhance the curriculum's relevance. The institute needs to focus on conduct of faculty development on innovative teaching methods. Conduct of teaching learning through modes such as experiential learning, flipped classroom and research projects should be initiated. The value added or add on courses needs to be delivered by inviting experts. The College integrates cross-cutting issues such as

Professional Ethics, Gender, Human Values, and Environment & Sustainability into its curriculum through the courses offered. Strengthening co-curricular and extracurricular initiatives related to these themes could enhance student participation and learning outcomes.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<p><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></p> <p>The college has adopted student-centric methodologies to enhance the learning experience. Experiential learning methods such as field trips, study tours, and laboratory demonstrations are conducted for practical understanding. The college conducts participative learning activities like webinars, quizzes, and cultural competitions to provide students with opportunities to engage in their education. The college integrates ICT-enabled tools for teaching.</p> <p>However, the college could strengthen its practices by incorporating more structured feedback mechanisms to evaluate the effectiveness of these methodologies and tools. The college should leverage ICT tools by encouraging faculty members to create interactive and personalized content for personalized learning experiences.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p><b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b></p> <p>There is mechanism for internal assessment within the framework prescribed by the affiliating university. The continuous assessment process includes class tests and attendance.</p> <p>The Examination Committee oversees all examination-related activities to ensure proper execution, continuous evaluation, and transparent communication. Information regarding assessments is communicated to the students. The grievance redressal mechanism is in place to address student concerns.</p> <p>The internal assessment marks needs to be displayed and communicated to the students immediately after its completion. The answer scripts of the internal assessment needs to be displayed to students for feedback and clarification. Provisions for retests in case of absence must be ensured for fairness. The college may define a mechanism by introducing a formal grievance tracking system and periodic reviews of assessment practices to identify areas for improvement. The college will have to focus on use of innovative assessment methods to enhance student engagement by conducting workshops.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><b>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</b></p> <p>The college has Programme Outcomes (PO) and Course Outcomes (CO) as defined by the affiliating University and has displayed at its website. There is availability of course information for accessibility. Departmental meetings are held.</p> <p>Faculty members should reinforce the implementation of PO and CO by discussing objectives and outcomes during orientation programs for newly admitted students.</p>
2.6.2 QIM	<b>Attainment of POs and COs are evaluated.</b>

Explain with evidence in a maximum of 500 words

The college has examination processes in place such as internal assessments, that provide ways to measure students' academic performance. The college addresses student grievances during the conduct of the internal examinations.

The indirect evaluation method focuses on fostering a holistic development approach, emphasizing moral values, professional ethics, and extracurricular engagement.

However, this relies heavily on qualitative evidence rather than quantifiable metrics. The mapping of Programme Outcomes and Course Outcomes in the curriculum is wanting. Despite the above evaluation process, the college could outline a more structured and documented mechanism to link assessments explicitly with POs and COs. There is a need of defined benchmarks or rubrics for evaluating attainment so as to measure progress systematically.

### Qualitative analysis of Criterion 2

The college has student-centric methodologies to enhance learning experiences. Experiential learning methods and participative learning activities are conducted. The college integrates ICT-enabled tools for teaching, but needs to leverage ICT tools by encouraging faculty to create interactive and personalized content. There is mechanism for internal assessment within framework prescribed by the affiliating university. The Examination Committee oversees examination-related activities. The grievance redressal mechanism is in place.

The internal assessment marks and answer scripts needs to be displayed and communicated to the students. The college may define a mechanism by introducing a formal grievance tracking system. The college will have to focus on use of innovative assessment methods.

The college has Programme Outcomes and Course Outcomes as defined by the affiliating University and has displayed at its website. The mapping of Programme Outcomes and Course Outcomes in the curriculum is wanting and should have documented mechanism to link them to assessments.

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

#### 3.2 Innovation Ecosystem

**3.2.1 QIM Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

The College has initiated a Central Research Unit instituted with self-financial assistance. The college also initiated some rudimentary work on Indian Knowledge System by developing of a medicinal plant garden in its campus. Some departments of the college deal with Indian Knowledge System through prescribed curricula framed by the affiliating university. Art and Culture Society of college functions for various art forms for creating awareness regarding culture and knowledge systems of ancient India. An annual Cultural festival is also organized in college and other festivals like Vasanta Utsab, Saraswati Puja etc. Field trips are organized to heritage sites to study these destinations and their history. College library has access to books and Vedic literature. The institute has MoUs and linkages with various industries and educational institutions.

	The IPR Cell is in nascent stage and needs to be strengthened. The college has to focus on grassroot innovation and work towards creation of an Incubation centre to address the local community needs.
3.4	Extension Activities
3.4.1 QIM	<p><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></p> <p>The college has conducted extension activities through NSS, NCC, Eco-Club, Women Cell and other student platforms. These include Bana-mohotsav and Tree Plantation, Sapling distribution among the villagers, Swacchh Bharat, Cleaning of the college campus. Environmental Awareness Programme/Rally, Survey programme on neighbouring areas, Yoga &amp; health awareness, vaccination camps, Relief distribution during post cyclone period, Traffic Awareness Programme, Sea Beach Cleaning Programme are conducted.</p> <p>Various days are also celebrated under clubs &amp; societies such as World Environment Day, AIDS-awareness Day, National Technology Day, Independence Day etc.</p> <p>Besides these, the institute conducts extension lectures, workshops, webinars related to various social as well as academic issues there by equipping the students with useful &amp; productive ideas for the service of community.</p> <p>Such extension activities, besides providing valuable exposure, sensitises the students towards community needs and develops confidence in them to face rural challenges.</p> <p>However, the college must take efforts to assess the impact of such activities aimed towards community development and holistic development of students.</p>
3.4.2 QIM	<p><b>Awards and recognitions received for extension activities from government / government recognised bodies</b></p> <p>A total of 09 awards have been received by the faculty and students. One NCC Cadet stood first in trekking competition held at Kangchenjunga, WB &amp; Sikkim and one NCC cadet was certified by the NCC Delhi Cantt during Ek Bharat Shreshth Bharat Camp as best performer in Choir and Patriotic song by the Director, Ministry of Defence, Govt. of India.</p> <p>The Principal was recognized for outstanding accomplishment by the Kolkata Cost and Management Society on the programme “Youth health and Vaccination” in 2021.</p> <p>Dr. Naranarayan Dash has been certified as “Amritavaneer Seva Dhurina” as best Sanskrit language speaker by the Akhilabharata Amritavaneer seva Pratisthanam.</p> <p>The NSS Unit received appreciation from Gram Panchayat for distribution of reliefs among the villagers post cyclone. The college secured the 2nd rank for outstanding contribution and praiseworthy achievements in the field of Kanyashree/ Up-gradation work.</p> <p>The college has been certified as “Swachhta Action Plan Institute” by Mahatma Gandhi National Council of Rural Education, Dept. of Higher Education, MHRD, Govt. of India.</p>

Qualitative analysis of Criterion 3

The College has some policy to promote research by encouraging the faculty to publish research articles and apply for funding. The work on Indian Knowledge System has been initiated. A medicinal plant garden has been developed. Art and Culture Society of college promotes various art forms of ancient India. Annual Cultural festivals are celebrated. Field trips are organized to heritage sites. College library has access to books and Vedic literature.

The college has conducted extension activities through NSS, NCC, Eco-Club, Women Cell and other student platforms. A total of 09 awards have been received. Various days are celebrated under clubs & societies.

The IPR Cell is in nascent stage and needs strengthening. The institute has MoUs and linkages with various industries and educational institutions. The college has to focus on grassroot innovation and work towards creation of an Incubation centre to address the local community needs.

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> <p>The college has a total land area of 7.2 acres with a built-in area of 9927 sq.mtrs. The college has 26 UG and 2 PG programmes spread over 24 departments with a current student strength of 3470. The college has adequate classrooms &amp; laboratories of which some are ICT enabled. The main campus has six blocks namely Main Building, M.P. Building, Silver Jubilee Building, Administrative Building, Library Building and newly constructed Annex Building including a Girls Hostel. The institute has another building named “Utkarsha Bhavan” that houses fishery department and a boys’ hostel. There is a seminar hall where Yoga camps are organized besides cultural activities. The college also has a gymnasium and a football ground. There are 02 ponds (water bodies) present for academic purposes. The college also provides facilities for drinking water and a sanitary napkin vending machine and incinerator. The college has 5kva roof-top solar panel. The institute has computers with 100 mbps internet connectivity. The college has surveillance through CCTV cameras and attendance is recorded through biometric system.</p> <p>Through these facilities, the college encourages and facilitates the students to participate in various activities to ensure skills like cultural activities, sports etc. in order to develop team-spirit, leadership and holistic development.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><b><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></b></p> <p>The college library is partially automated with digital facilities using Integrated Library Management System (ILMS) and KOHA. It has 24752 books, 4 journals, 4 magazines and 2 newspapers. The visitor registers are maintained. The library undertakes orientation programs for students to acquaint users with its operations. The library has links to several Open Access E-books, ejournals and databases.</p>

	<p>The library has 2 desk-top computers for student and faculty members and it has seating capacity of 70. The library has facilities for reprographic service and circulation services (issue, return and renew).</p> <p>The college may frame an effective library policy and conduct regular orientation programmes for faculty and students. This will encourage the students to visit the library thereby making optimal use of the facilities.</p>
4.3	<b>IT Infrastructure</b>
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> <p>The IT facilities available with the college includes LCD projectors, computing devices, printers operating systems, anti-virus software's, Wi-Fi routers, UPS system biometric attendance system, CCTV surveillance systems. The internet connectivity is provided through 100 mbps bandwidth.</p> <p>Even though the Annual Maintenance Contract is available for some equipment's, however, its effective maintenance needs to be streamlined for effective and uninterrupted usage. Efforts need to be made towards enhancing IT security measures.</p>

<b>Qualitative analysis of Criterion 4</b>	
	<p>The college has land area of 7.2 acres, built-in area of 9927 sq.mtrs, with 26 UG and 2 PG programmes, 24 departments and student strength of 3470. It has adequate classrooms &amp; laboratories and some are ICT enabled. Campus includes Girls and Boys hostel, sports facilities, solar panel, drinking water and a sanitary napkin vending machine.</p> <p>The library is partially automated with KOHA. It has 24752 books, 4 journals, 4 magazines and 2 newspapers and seats 70. Visitor registers are maintained. The library has links to some e-resources.</p> <p>An effective library policy is needed. Regular orientation programmes for faculty and students must be conducted for its optimal use.</p> <p>The IT facilities include LCD projectors, computers, printers OS, anti-virus software's, Wi-Fi routers, UPS system, biometric attendance, CCTV and 100 mbps internet bandwidth. Though some equipment's have AMC, effective maintenance needs to be streamlined. Efforts are required towards enhancing IT security measures.</p>

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	<p><b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b></p> <p>The Alumni Association is in place. Even though the alumni are connected with the college, there is a need to strengthen the alumni activities by:</p> <ol style="list-style-type: none"> <li>1. Conduct of mentoring sessions for students by the alumni</li> <li>2. Regular lectures and experience sharing sessions by the alumni</li> <li>3. Hands on experience for students through project work</li> <li>4. Financial contribution by the alumni.</li> </ol>

Qualitative analysis of Criterion 5	
<p>The Alumni Association is in place. Even though the alumni are connected with the college, there is a need to strengthen the alumni activities by:</p> <ol style="list-style-type: none"> <li>1. Conduct of mentoring sessions for students by the alumni</li> <li>2. Regular lectures and experience sharing sessions by the alumni</li> <li>3. Hands on experience for students through project work</li> <li>4. Financial contribution by the alumni.</li> </ol>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><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></p> <p>Vision and mission of the college is defined. It aims to empower the rural youth through accessible higher education. The organisation structure has been prepared accordingly. The governance system includes Governing body with representation from the State Government and affiliating University. There are various sub-committees, such as Finance, Building, and Academic and other sub-committees which involve teaching and non-teaching staff.</p> <p>However, the implementation of the NEP 2020 needs to be strengthened by conducting workshops and sessions by experts to facilitate NEP 2020 implementation process. The college must prepare Institutional Perspective Plan (both short-term and long-term) and also ensure their documentation, monitoring, and outcome evaluation mechanisms. Though vision and mission statements are in place, they require concrete action plans to ensure their comprehensive realization.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><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></p> <p>The college follows the Vision and Mission through operational mechanisms by having various sub-committees. Some of the sub-committees, such as the IQAC oversee the activities. The Governing Body functions as the apex decision-making entity, with representation including</p>

	<p>government nominee, higher education council member, and college representatives.</p> <p>The college needs to develop the Institutional Perspective Plan to better address how policies, administrative setups, and procedures are aligned. The college requires specifying some long-term strategic initiatives beyond routine academic practices. While there are list of sub-committees, there is limited evidence of their impact and details of their effectiveness and efficiency.</p>
6.3	<b>Faculty Empowerment Strategies</b>
6.3.1 QIM	<p><b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b></p> <p>The college has welfare measures in place such as General Provident Fund, pension benefits, medical allowances, and maternity/childcare. The college organises health camps. The college encourages academic growth through duty leaves for Ph.D. completion and participation in faculty development programs.</p> <p>While the above are important, these are statutory requirements and not necessarily indicators of a pro-active welfare approach. There is a need to strengthen the performance appraisal system for teaching and non-teaching staff. While they mention that there are welfare measures and career progression avenues, there is a need of feedback mechanisms from staff to assess the adequacy of these measures. The college can create mentorship programmes for junior faculty and staff to enhance career progression.</p>
6.4	<b>Financial Management and Resource Mobilization</b>
6.4.1 QIM	<p><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></p> <p>The college has implemented a budgetary method for resource management. The governing body oversees resource allocation based on priorities. The college follows the statutory audit practices mandated by the state government.</p> <p>The absence of government funding during the assessment period is a concern. The college has to initiate strategic action for mobilizing funds from external sources such as government grants, non-governmental organizations (NGOs), industry and alumni contributions, in absence of which, may limit its financial stability and scope for growth. The college may focus on mechanisms to improve resource management through regular internal financial audits.</p>
6.5	<b>Internal Quality Assurance System</b>
6.5.1 QIM	<p><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></p> <p>The Internal Quality Assurance Cell (IQAC) has contributed in promoting the use of ICT in teaching-learning process, particularly its efforts to transition from traditional teaching methods to technology-enabled education. There is review of teaching-learning processes along with the Academic and Departmental Committees. The initiatives undertaken include Faculty Development Programme, non-teaching staff training on computer literacy, and webinars.</p> <p>However, the incremental improvements, actionable changes and the tangible outcomes of these initiatives need to be strengthened. The IQAC has to specific initiatives towards capacity building of the faculty members and non-teaching staff.</p>

Qualitative analysis of Criterion 6	
<p>Vision and mission of the college is defined. The organisation structure has been prepared. The governance system includes Governing body and sub-committees. The college has welfare measures. The college follows the statutory audit practices. The IQAC has undertaken FDP's.</p> <p>However, the implementation of the NEP 2020 needs to be strengthened. The college must prepare Institutional Perspective Plan (both short-term and long-term) and also ensure their documentation, monitoring, and outcome evaluation mechanisms.</p> <p>There is a need to strengthen the performance appraisal system for teaching and non-teaching staff. The college can create mentorship programmes for junior faculty and staff to enhance career progression.</p> <p>The college has to initiate strategic action for mobilizing funds from government grants, NGOs, industry and alumni contributions. The college may focus conduct of regular internal financial audits. The IQAC has to specific initiatives towards capacity building of the faculty members and non-teaching staff.</p>	

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	<p><b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b></p> <p><i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>The college takes efforts in promoting gender equity through various initiatives such as arranging workshops and special lectures. The establishment of a Women Cell and an Anti-Sexual Harassment Committee reflects creating a safe and inclusive environment for female students.</p> <p>Even though the college has outlined some measures, they need to analyse the impact of these initiatives. The college must conduct gender audits and analyse their findings, which are critical to assessing the effectiveness of gender equity measures. The description of co-curricular activities and facilities for women on campus is general and needs to provide specific details about infrastructure, mentorship programs, or any exclusive initiatives for women such as representation of women in leadership roles or participation in decision-making bodies.</p>
7.1.4 QIM	<p><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></p> <p>The college conducts various initiatives that promote cultural, regional, and communal harmony. The celebration of diverse events, such as Women's Day, Yoga Day, Communal Harmony Campaign Week, and Independence and Republic Day, highlights the institution's emphasis on national integration and constitutional values.</p> <p>However, they may prepare reports of these programs, analyse feedback making them more impact-oriented. The initiatives should also include linguistic inclusivity.</p>
7.2	Best Practices
7.2.1	<b>Describe two best practices successfully implemented by the Institution as per NAAC format</b>

QIM	<p><b>provided in the Manual</b></p> <p>The college has two best practices that focus on employability, equity, and inclusive growth.</p> <p>Best Practice 1: Skill Development through Job-Oriented Courses:</p> <p>The college has implemented skill-based vocational program, particularly the B.Voc programme, which align with industry requirement. This has been initiated from the last 10 years. The evidence of success as claimed by the college is through an increase in employability as there is demand for students in the hospitality sector.</p> <p>However, the college has to pay attention to constantly align the programme with market demands, community requirements and prepare the students for real-world scenarios.</p> <p>Best Practice 2: Empowering Women through Transformative Education:</p> <p>The college focuses on women’s education in rural areas which addresses critical gaps in access to education, gender sensitization, and capacity building. The positive outcomes include social and professional skill development among girl students. The challenges encountered include societal barriers and prioritization of male education. The college must collaborate with local communities and conduct awareness campaigns to counter these challenges.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p><b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b></p> <p>The college focuses on imparting holistic education and community service. The initiatives outlined are:</p> <p>I) Voluntary Service to Vivekananda Loksiksha Niketan Old-Age Home: This initiative promotes intergenerational bonding, empathy, and social responsibility among students. It addresses the emotional and social needs of elderly citizens while instilling a sense of community service in students. However, the college could elaborate on measurable outcomes, such as the number of elderly individuals impacted or feedback from stakeholders.</p> <p>II) Financial Literacy Awareness for Self-Help Groups: By empowering women in self-help groups, the college addresses issues such as financial independence and management. This program is impactful, but its scalability and sustainability could be better articulated. Collaboration with banking institutions or NGOs for extended support could enhance the initiative’s effectiveness.</p>

### Qualitative analysis of Criterion 7

The college takes efforts to promoting gender equity, cultural, regional, and communal harmony through various initiatives which highlights the institution's emphasis on national integration and constitutional values.

The college has two best practices that focus on employability, equity, and inclusive growth. As its distinctiveness, the college focuses on imparting holistic education and community service through Voluntary Service to Vivekananda Loksiksha Niketan Old-Age Home and Financial Literacy Awareness for Self-Help Groups. The college must collaborate with local communities banking institutions or NGOs for extended support to enhance the initiative’s effectiveness. The initiatives should also include linguistic inclusivity

The college must conduct gender audits and analyse findings, which are critical to assessing the effectiveness of gender equity measures. The constitution of Internal Complaints Committee is an immediate requirement.

However, the college has to pay attention to constantly align the programme with market demands, community requirements and prepare the students for real-world scenarios.

### **Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)**

#### **Overall Analysis**

##### **Strength:**

- Governed by dedicated and motivated members of the Governing Body
- Locational advantage; easily accessible to students from nearby rural areas
- Value added courses for improving skill sets amongst students
- Large number of extension activities conducted through NCC, NSS EcoClub, Women cell

##### **Weaknesses:**

- Limited Industry Academic interface resulting in gap between industry requirements and academic outcome
- Limited funding opportunities for research and innovation
- Lack of grievance tracking and redressal system
- Large number of teaching and non-teaching posts are wanting

##### **Opportunities:**

- Use of innovative teaching methods like flipped classrooms and interdisciplinary projects.
- Constant communication with the Alumni
- Opportunities to offer value-added and skill-based courses aligned with market needs for skill development.
- Enhance collaboration with NGOs and governmental organizations for real-world exposure to cross-cutting themes
- Activities to promote performing arts to nurture inherent talent of the students

##### **Challenges:**

- Bridging the gap between institutional vision and actionable outcomes
- High dropout ratio as several students are first generation learners
- Infrastructure and ICT resources
- Research and Innovation

#### **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)

- Implement Outcome Based education for attainment of Programme Outcomes and Course Outcomes
- Commencement of UG/PG programmes in Hindi, Performing Arts and Management.
- Diversify funding sources by applying for grants, engage with local industries for CSR initiatives and alumni contributions.
- Strengthen the Library resources
- Augmentation of infrastructure such as smart and IT enabled classrooms and Laboratories, and other facilities.
- Policy for promotion of research activities needs to be framed
- Startup culture and Incubation centre needs to be developed
- Preparation of a comprehensive Institutional Perspective Plan with short-term and long-term goals.
- Develop a detailed roadmap for NEP integration, including timelines, resource allocation, and outcome metrics.

**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. SUSHIL KUMAR SHARMA	Chairperson	
2	DR. ANTHONY ROSE	Member Co-ordinator	
3	DR. ASHIMA GAKHAR	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date