



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

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
GOVERNMENT COLLEGE
C-21735**

**Arjunda
491225**

(Draft)

**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:	GOVERNMENT COLLEGE Arjunda Chhattisgarh 491225	
2.Year of Establishment	1988	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	8	
Programmes/Course offered:	242	
Permanent Faculty Members:	15	
Permanent Support Staff:	15	
Students:	1707	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. catering and empowering rural based youth with majority of SC ST OBC and girl students 2. The College has a spacious Campus good infrastructure with well-equipped laboratories 3. Absence of hostel in the campus and adequate public transport from nearby villages.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 28-07-2022 Visit Date To : 29-07-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ASOKA KUMAR DAS	FormerVice Chancellor,Utkal university
Member Co-ordinator:	DR. HARISH CHANDRA POKHRIYAL	FormerDirector,School of Open Learning University of Delhi
Member:	DR. NAZIR AHMAD SIMNANI	Principal,Government Degree College Bemina Srinagar
NAAC Co - ordinator:	Dr. Leena Gahane	

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

Qualitative analysis of Criterion 1

The Govt. College Arjunda, came in to existence by the government of Madhya in 1988. This college is located in rural and socially backward area a little away from the steel city of Bhillai. At the beginning the college started with 14 students, two rooms and one teacher only. Today the college operates from its own campus (3292.21 sqm, 18 classrooms, 7 laboratories and staff as well as student common rooms. The college, earlier affiliated to Pandit Ravishankar Shulka University, is now affiliated to Hemchand Yadav Vishwavidyalaya, Durg. .

The college has 3 faculty, 8 departments (3 undergraduate and five post graduate programs) offering 242 courses. Currently the college has 15 permanent and 7 guest teachers against a sanction for 22 posts. One of the senior teachers officiates as In charge principal though the post of Principal is a sanctioned one.

The college has UG (BA, B. Sc. And B. Com), PGDCA and Masters program in Political Science, Sociology, Economics, Commerce and Mathematics. The college has a very interesting student composition with OBC 63%, ST 26%, SC 10% and girls more than 65% spread across disciplines. The curriculum devised by the affiliating university is delivered through a planned process in the beginning of every academic session and monitored by the principal throughout the year. A combination of blackboard teaching, ICT tools, seminars, field trips, projects (PG only) and practical are employed for effective delivery of the curriculum. Sports and cultural activities and celebration of local as well as national festivals has helped providing a flavour of holistic education. It was observed that the affiliating university is yet to adopt CBCS/ semester system in UG courses and scheduled revision of syllabi has not been done from last many years.

The college through its designated syllabus of subjects like sociology, political science, home science and other UG courses has addressed cross cutting issues like gender sensitivity, environment, constitutional values, ethics etc with the students. In addition, the Chemistry Department has also conducted out reach programs addressing these issues.

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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

From the student composition, though the student learning level diversity is apparent, the HEI has not evolved any formal methodology to classify as well as address the issue. However, remedial classes are conducted by the college for slow learners as informally identified by the concerned faculty through class test etc. As far as advanced learner are concerned, the HEI encourages them to participate in project work, competitive examinations as well as go for higher learning. The Chemistry Department runs a novel program of micro-teaching for advanced learners. The alumni group operating NGOs also runs internships etc. for interested slow learners.

The college uses various teaching learning methods that focus on student activity based learning. . Debates, Practical based teaching in well-equipped science laboratories of Physics, Chemistry, Zoology, Botany, Geography and Home science, experiential learning through field trips, subject tours and extension activities in sociology, political science, Chemistry etc., problem solving in mathematics do involve learning with active participation of students. For skill development of the students, various Workshops and Training are organized by the IQAC plus sports and cultural activities enhance holistic learning. .

The College is equipped with 10 smart projectors which are used by the teachers for PowerPoint based teaching as well as internet resources (80 MBPS bandwidth) for referencing. The WhatsApp media and other remote lecture methods have been used extensively for teaching during the pandemic period. The college has also subscribed to N-List e-resources of Inflibnet. This is a fair enough ICT integration for effective teaching.

As per the university regulations, the college conducts formal internal assessment tests for 20% marks. Apart

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from the half-yearly tests in UG and mid semester tests in PG, the college also conducts internal assessments, through unit tests as well as monthly attendance monitoring to check student academic growth and regularity. The Examination Committee of the College manages the frequency & mode of internal assessments. The committee also maintains transparency in the internal assessment mechanism and also manages the internal assessment-related grievance of the students

Both the internal and external examinations are conducted adhering to the norms and regulations of Hemchand Yadav University, Durg by the college. The Examination Assessment Committee chaired by the Principal ensures the effective implementation of the evaluation method. Student's grievances regarding annual exams or semester exams (external exams) conducted by the university is addressed as per the university's rules and regulations. For internal examinations, the students are allowed to see their papers in case of any doubt

Students and teachers are thoroughly updated about the programme and courses outcomes through the Colleges website. Each and Every programme offered by the college is displayed on the website and admission booklet. After completion of the admission process, the syllabus and curriculum are provided to the students.

The definition, understanding and evaluation metrics for Program Outcome and Course Outcomes as well as their linkages to assessment are vaguely defined in the curriculum. The college covers these areas in teaching activities. However assessment is still not metric based.

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 total number of publication from the faculty during period of NAAC assessment are 12 in number with only one in Scopus indexed journals. The Institution needs to develop an ecosystem for both research and innovation that is inexistant today. . The number of faculty with Ph. D. needs to increase drastically. The well equipped UG laboratories can be used for student innovations. There is a need to provide facilities and incentives tio faculty and PG students with research opportunities and innovation laboratories.

The institution is associated with the neighbor hood community through the extension activities in terms of sensitizing students to social issues and holistic development. In the last five years, the college has contributed to social welfare and awareness of the students through activities of NSS, YRC. The various departments like Science, Home Science, Arts and Commerce implement such activities. The students and faculty conduct through YRC. NSS, activities like Plantation drives, Yoga, cleanliness, Voter Awareness, Traffic rules, Aids awareness etc. Further, the NSS unit of college is also involved to enrich and inculcate patriotism by

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organizing programs like march past, flag salami on national festivals.

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 is located on land area of 12.62 acre, built-up area of 3292.21.sq. meters. [ad1] With three major buildings and a playground. College buildings including classrooms, seminars, laboratories and offices are well equipped with ICT facilities. The laboratories of Physics, Chemistry, Botany, Zoology, Geography and Home Science are equipped with the required instruments for student practicals. There is a Computer Lab with 25 computers, Printer, scanners.etc.The laboratories are safety conscious and clean.

The college has a well established stage, musical instruments, costumes and a portable PA system for student cultural activities. There is a rudimentary playground as well as equipment for both indoor and outdoor games.

There is a student friendly library with students having physical access to the books and Magazines. The total number of books is little above 17000 with 10 books per student on an average. Few Hindi news paper and competitive megazines are available. Reference library is accessible through NLIST of Inflibnet. The automation software needs to be more efficient and effective.

The college through its faculty members do use ICT enabled tools like the internet, smartphones, PC, tablet, PC Laptop, PC desktop, LCD projectors, smart Board Emailing attachments, Whatapp etc for sharing lecture notes, study Materials, Tutorial videos, the web link of e-certificates-books, e-journals etc with the student. Smart projectors, 80 MBPS BSNL net connectivity and a computer laboratory are available as well as accessible from any point. Teachers in the college are generally comptent in digitally disbursing class notes, lecture notes, power point presentations, study material as well as using social media to reach out to students.The college has a procedure in place for maintenance of civil structures and for support facilities like library, sports facilities, computer lab , other laboratories through appropriate committees in place.

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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

The facilitation of student's representation and participation in administration, co curricular and extracurricular activities has been done as a rule through the student's Union always.. In this institution,, student council is constituted by the college at the beginning of every academic session. The student council representative participates in all administrative as well as regulatory bodies. This practice has been followed during 2017-2020. .The pandemic period during the academic session 2020-21 prevented the constitution of student council through a Government order. However, the participation of students in sports and cultural activities show a lot of enthusiasm and interest. A very good value based cultural function was staged by the students. Hopefully the end of the poandemic will herald reconstitution of the student council.

The college has a properly established Alumni Association in place. The alumni Association of the college was formally registered about 5 months back though its members have already been working with the college administration. The group has participated in activities related to tree plantation (1000 trees), organic farming, creating a plastic free environment, providing skill training and free teaching facilities etc to the students. One alumni is also helping placing students with blue star for skill training. . Alumni also help the institute for smooth conduction of cultural event at the time of annual gathering.. it is felt that the college facilitated the alumni programs for the benefit of its students. A number of parents who are also alumni also spoke highly of the institution.

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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 institution governance structure is to facilitate empowering rural youth through higher education, moral and ethical values and integrate extra curricular activities for developing a holistic personality in each student. Various governance structures of administrative and academic committees, teaching learning process, innovation eco system, and exposure to modern technology are means adopted by the college to achieve these objective, The college also is a participant in the Jana Bhagidari program of the state that provides an complementary route to student growth in consonance with vision and mission.

In many respects, and being a college of rural nature in totality, the efforts of the principal, the IQAC, the Department heads and the Jan Bhagidari samiti are apparent in taking collective decisions and implementation. However, a strategic planning document would improve the effectiveness.

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Though the college has developed a strategic planning document for very near term development, there is a need to further develop this in line with NEP requirement.

The IQAC,; Staff council Anti-Ragging Committee Internal audit committee Purchase and write off the committee Grievance redressed committee SC/ST CELL Discipline committee Committee on culture, literacy and youth. Committee against women Harassment Janbhagidari Samiti ST/SC/OBC scholarship cell Internal Quality Assurance committee Bharat Shrestha Bharat Minority cell OBC cell etc. are functioning regularly

All state government welfare measures are naturally available to the staff. Salary is timely credited to the bank account every month and the employee's bank accounts are credited.

The college follows a comprehensive performance appraisal system established by the Department of higher education for the appraisal of teaching and non-teaching staff members. under the system, based on API and feedback from the students.

The institution conducts internal as well as external financial audits on a regular basis. Internal financial audits are done on yearly basis by the internal committee comprising of experienced professors and office staff and the principal. The external financial audits are done as per the schedule of the Audits General and the Department of Higher Education, Chhattisgarh government.

The major sources of college funding during the past five years were student's tuition fees, RUSA grants, Government scholarship and UGC grants in aid. Apart from these, the Janbhagidari Samiti has been the other sources of the college funding. The college follows a well established financial regulation of the Government to apply, receive and optimally use these funds as per the sanction guidelines.

IQAC of the college has been established on 13.11.2013. . The IQAC has been effective in facilitating new value added courses, organising workshops webinars in cross cutting issues, campus placement drive during 2021-22 and online career guidance session for outgoing students. It has contributed greatly towards the current accreditation process.

After 1st & 2nd CYCLE of NAAC Accreditation major improvements in teaching learning have been ICT incorporation in to teaching learning system, inclusion of online student feedback, transformation to integrative teaching learning system and internal assessment system.

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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

The promotion of gender equity include fee concession to female students. 30% reservation to female students during admission. Constitution of committee like Sexual Harassment, Grievance redressal Anti-Ragging & Disciplinary etc are few tools used for this purpose. . Well equipped Girls common room, adequate wash rooms, CCTV cameras in the campus, Complaint Box are situated in the institution.

The college has a small experimental liquid waste management system and rudimentary composting of solid waste only.

The college has been managing diversities across caste, socio economic divide, gender inclusivity by virtue of its locations , vision and mission.

The college organises orientation programs on fundamental right, fundamental duty, SVEEP, National festivals, National integrity day for its students in an appropriate manner.

All national and international commemorative events are celebrasted with due dignity and involvement.

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The college claims on best practice include (a) "Honesty is the best policy" where the honesty of students were put to test through a novel experiment of self pay stationery shop. It is felt that this practice though novel has not been followed to its logical conclusion. Majority of students appear to have been sensitised by the nature of the practice, The Best Practice 02: titled "Plantation & self dependence for better world" taught different types of Propagation techniques of plants . Students did create splendid bonsai that was seen by the members.

The institute claims to have the distinctiveness of ragging free campus, that perhaps is a common feature in general colleges, The committee feels the major distinctiveness of this institute is its rural nature where more than 65% are rural girls, about 98% from reserved categories and 87% scholarship holders. The institute has been producing 80% pass out in final semester, contributing to students excelling in sports and potential recruits in armed forces.

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

Overall Analysis

Strength:

- The biggest strength of Government College, Arjunda (GCA), district Balod is the sufficiency of threshold population of rural youth for the higher education mainly belonging to the marginal communities. Total enrolment of the students is 1707 in academic year 2021-22.
- More than ninety eight percent of the total strength (2021-22- 1707) of the students belong to OBC-63%, ST-26% and SC-10% respectively.
- All the OBC, ST and SC students get the government sponsored scholarships ensuring their attendance and regularity as well reducing the drop out.
- The proportion of girl students is more than 65% with less drop out.
- The support of the Janbhagidari mission in the academic development of the College could be seen another strength.
- Availability of land (5.10 hectares) that may be utilized for development of sports and other infrastructure development is another strength.
- Establishment of a government institution in the rural area with a positive upthrust of students representing SC, ST and OBC categories as well girls and availability of land along with basic civil structure provide a base for affirmative educational interventions.

Weaknesses:

- Insufficiency number of faculty members, lack of exposure and faculty development along with running a smaller number of UG & PG programmes, and lack of short-term job opportunity courses could be found as the major weakness of the College.
- Fifteen regular faculty members and seven 'guest teachers' are appointed out of 22 sanctioned teaching posts in addition to the Principal managing eight UG and PG programmes. Number of teachers are not sufficient to ensure quality education.
- Acting Principal is functioning and the post of the Principal is lying vacant since 2017.
- Two PG departments, namely, Political Science and Economics are functioning without regular/permanent faculty.
- Less number of UG and PG departments restrict the choice of students to get better learning opportunities.

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- Non availability of NCC to the students of the college is one of the critical weaknesses as a large number of male students want to get a job in the military and para military forces. Being a Government College, NCC unit needed to be established at the earliest.
- Non-availability of well-equipped and non automated library in terms of number of books, ICT facilities along with ill equipped departmental libraries are a few weaknesses need to be addressed on priority.
- Lack of Hostel facilities for the students, specifically for the girls is another critical weakness needs to be given urgent attention. A government girls' hostel established outside the College accommodates a few of the students enrolled in the College.
- Insufficient academic exposure to the faculty members lead to institutional weakness in terms of delivery of quality higher education to the marginal sections of the society in the relatively underdeveloped rural areas.
- Less number of teachers with insufficient faculty development, less number of UG and PG programmes and inability to provide job oriented short term courses are the other pull factors creating institutional weaknesses.

Opportunities:

- Potentialities are inherited within the surroundings provide opportunities to the College to ensure quality higher education to the rural youths in terms of expanding learning opportunities by opening new academic programmes and courses including job-oriented short-term courses.
- Establishing NCC unit and expanding the activities of NSS along with improving the sports infrastructure will provide a strong spring-board to the students of the College.
- Working with the 'neighborhood communities' and conducting community based participatory project work and small action research studies, specifically by the students of the PG Departments is seen as unique opportunities in the underdeveloped rural settings in and around Arjunda region. Such opportunities lead the College towards creating experiential and problem-solving learning environment as mentioned in the NEP 20.
- The College is located in the peripheral rural areas of Balod district, where the support of conventional mass media, like, Community Radio, may provide unique opportunities of interactive learning and a platform enabling the students to present their creativities.
- Converging various development initiatives taken by the Union and State governments with the College development could be seen a unique opportunity. The College may converge with the MPLAD, MLA Constituency development fund and Mineral Fund along with CSR and others initiatives that may facilitate in developing better academic, sports and ICT infrastructure development in the College.
- A group of dedicated faculty and the I/C Principal

Challenges:

- The institutional challenges are seen in terms of establishing a few new UG and PG Departments and appointment of regular faculty members along with fulfilling the other needs of students, like, establishing sports facilities, opening NCC unit and hostel facilities.
- Using Jan-Bhagidari platform for extensive academic and infrastructure development may be seen as one of the creative challenges for the leadership of the College. The structure of Jan-Bhagidhari includes representation of other stakeholders including the community representatives that necessitate working in the mission mode.
- Initiating convergence-based development ensuring facilities for the students is another challenges

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that may require extra initiatives on the part of the College management.

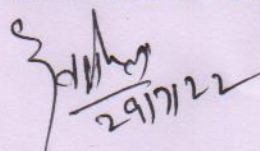
- Initiating innovations to generate a learning environment for the students enabling them to visualize a optimistic future for themselves in terms of gainful employment in primary, secondary and tertiary sector could be seen as a unique challenge.

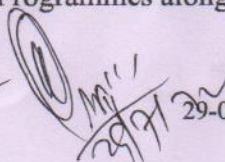
Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Keeping in view of the need of the students the College may initiate the process to establish new PG Departments in Geography, Chemistry and Home-Science.
- The College may start short term Job-Oriented Courses covering the areas, like, Communicative English, IT and Computer skills, food science and technology and other need-based courses. The College may coordinate with the industries located in the region functioning in under public and private sector. The College may work for utilizing CSR funds as well the funds available with the district mineral development sector. The Jan-Bhagidari platform should be utilized for providing teaching and other support needed for the short-term courses.
- The College must take initiative with the Government to fill the existing teaching posts on priority basis. Further, there is a need to recalibrate the teaching posts keeping in view the teaching work-load of the PG departments
- The College should ensure faculty development and exposure visits for the teachers by sending the teachers to participate in FDPs. Further, the College should ask the teachers to develop research projects and papers. Some of the Community based Participatory Action Research activities be initiated focusing on the needs and aspiration of the marginal communities in the adjoining region
- There is a need to establish a Competitive Examination Capability Development Centre where the students get coaching for competitive examination enabling them to compete the at the in the entry level examinations for the Union and State Level vacancies. The Jan-Bhagidari Platform should be used to provide financial support for the manpower and other support for establishing the centre.
- The College should take initiatives to establish a NCC Unit enabling the students to get an opportunity to excel in the cocurricular activities in addition to NSS. There are standard protocols to open NCC unit, which should be followed by the College.
- The College may initiate to establish a Community Radio to be provided by the Ministry of Information and Broadcasting, Government of India. The unique mass media facilities is a creative opportunity to the students and serving learning needs as well as facilitating in working with the communities. Details of establishing Community Radio is found in the respective websites of the Ministry.
- The college should open a Study Centre either of IGNOU or State Open University for running the Open and Distance Learning (ODL) Programmes. Various UG and PG Programmes along with short

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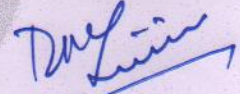

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term job oriented courses be made available to the students through the ODL mode by the Study Centre. There is a need to augment the library in terms of average number of books per student.

- The College should initiate the process for construction of the girls' hostel in the campus. Convergence is needed with some of the programmes, like, MPLAD, MLALAD and District Level Mineral Development Funds. Further, the Jan-Bhagidari Committee should initiate the coordination and convergence to mobilize financial resources and other support for the Hostel. The College should initiate to develop Multipurpose Sports Complex ensuring optimum sports facilities for the students.
- It is important that the College must formulate the Institutional Development Plan (IDP) in the lines prescribed in the NEP 20. The IDP formulated within a five/seven years perspective that enables the College to initiate various areas ensuring quality higher education in the rural region of Balod district.

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

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शास. महाविद्यालय, अर्जुन्दा
जिला-बालोद (उ.ग.)

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1	ASOKA KUMAR DAS	Chairperson	Asoka Kumar Das 29-7-22
2	HARISH CHANDRA POKHRIYAL	Member Co - ordinator	Harish Chandra 29/7/22
3	NAZIR AHMAD SIMNANI	Member	Nazir Ahmad 29/7/22
4	Dr. Leena Gahane	NAAC Co - ordinator	

Place Arjunda Babod (Chatli's farm)
Date 29/07/2022

NAAC