INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
BARFIYA LAL JUWANTHA GOVT POST GRADUATE COLLEGE, PUROLA UTTARKASHI
C-24539

Purola
Uttarakhand
249185

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:	BARFIYA LAL JUWANTHA GOVT POST GRADUATE COLLEGE, PUROLA UTTARKASHI Purola Uttarakhand 249185
2.Year of Establishment	1993
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	2
Departments/Centres:	12
Programmes/Course offered:	12
Permanent Faculty Members:	15
Permanent Support Staff:	14
Students:	633
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The College caters and fulfills the educational aspirations of students from different strata of society. Most of the students are from economically and socially backward sections of society, 2. It provides quality education despite severe climatic and geographical conditions. As per the Directorate of higher Education of Uttarakhand it is located in the Durgam region. 3. More than 65 percent students are girls.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 18-10-2023 To : 19-10-2023
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. MADAN MOHAN CHATURVEDI	Director,CENTER FOR SCIENCE EDUCATION COMMUNICATION UNIV OF DELHI
Member Co-ordinator:	DR. SHYAMAL DAS	Professor,Tripura University A Central University
Member:	DR. P S SHANMUGA BOOPATHI	Principal,MARUTHI COLLEGE OF EDUCATION
NAAC Co - ordinator:	Dr. N R Mohan	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
1.4	Feedback System

Qualitative analysis of Criterion 1
Barfia Lal Juwantha Govt. PG College Purola, Uttarkashi, follows the university syllabus and academic calendar with the faculty updating their academic diary to regulate teaching-learning activities. Different teaching methods are deployed for each stream and subject, and teachers regularly update their skills and experiment with new methods to achieve maximum output. Continuous Internal Evaluation is conducted frequently, relieving students from immediate examination stress and assisting them in retaining learning outcomes. The college upholds high standards of human values, professional ethics, and environmental conservation, with a compulsory paper on environmental science for all students. The college has a Women's Grievance Redressal Cell, a formal feedback mechanism, and programs to promote values such as national integrity, equality, and peace. The college faculty and students organize awareness programs and activities to maintain the sensitive ecology of the surrounding area.

The college has a distinct set of students from different cultural, geographical, and linguistic backgrounds, and the faculty members are well-equipped to deal with this diversity. The teachers are experts in their respective subjects and continuously update their knowledge. The college has an effective feedback system that includes both informal and formal mechanisms to identify areas for improvement and understand the needs of the students.

The faculty of the college is disciplined and adheres to the code of conduct for teachers notified by the UGC. The college has a Women's Grievance Redressal Cell that maintains a conducive atmosphere for female students. The college also organizes various programs to promote values such as patriotism, brotherhood, and family welfare. |

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QlM	**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**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*
2.6.2 QlM	*Attainment of POs and COs are evaluated.* Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The college serves as the primary educational institution for the youth of the remote area border district of Uttarkashi. Each academic session, the number of applicants for new admission exceeds the total number of available seats in the college. Admissions are granted strictly based on merit, determined by the qualifying exam scores. The college population consists of 65% female students, with most coming from rural, poor, lower-middle-class families. As many students are first-generation graduates, they rely heavily on the college for academic and career guidance. Due to shortage of the teachers, the college has high student-teacher ratio. A combination of online and offline teaching modes is used, and smart classrooms have been established to enable ICT-enabled teaching. Teachers are recruited through a rigorous selection process by the State Public Service Commission. Any vacant positions created by transfers or retirements during the academic session are filled by hiring temporary/contractual teachers, following government policies/orders. All teachers, whether regular or contractual, meet the UGC-prescribed qualifications. More than 30% of the faculty members hold Ph.D. degrees. The college adopts both Continuous Comprehensive Evaluation (CCE) methods, such as class seminars, assignments, presentations, and semester/yearly evaluation processes, with a 30% internal evaluation, as per university curriculum.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	**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**
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	**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.**
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
3.5	Collaboration

Qualitative analysis of Criterion 3
The college is largely invloved in teaching different UG and PG courses and lacks adequate research infrastuure and facilities. The College is not yet registered under 12B, and therefore is not entitled to apply for instutional research grants. Only 33% of the faculty members hold Ph.D. degrees. They participate in extension courses, refresher courses, workshops, seminars, and other academic activities.The college also plays a vital role in social awareness and is a significant platform for the town and nearby through NSS and Rover Rangers activities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **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.)**
4.2	Library as a Learning Resource
4.2.1 QlM	*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*
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The college is spread across a large campus spanning 1.8440 hectares of land. The college is moderately equipped with infrastructure and facilities to cater to the needs of its students. There are two buildings on campus, one for administrative purposes and the other for academic work. In recent years, the college has received funding under RUSA, which has helped procure furniture, and computers, and establish an EDUSAT room and two smart classrooms that support IT-enabled teaching and learning processes.

The college library is networked with e-granthalay and has taken membership of the National Digital Library of India (NDLI), with a dedicated NDLI club within the college. Area of Libraray and reading rooms are relatively small in size and number of books is 10860.

The science faculty departments have moderately equipped laboratories. The college also has a seminar hall for conducting cultural and academic events, and a proposal for a playground has been submitted. The college is fully funded by the government, without any external sources of funding.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QlM	**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 college provides scholarships to eligible economically weaker and underprivileged students. Most enrolled students benefit from the freeship facility due to the entire district of Uttarkashi being declared an OBC category area by the state government. Additionally, students from villages in the catchment area of the under- construction Hydro Power Project SJVN Ltd. in Mori block are also awarded scholarships of up to Rs. 24000 per year for higher studies. Some meritorious students receive the INSPIRE Scholarship as a central sector scheme.

To enhance IT skills and provide ICT-enabled education to students, the Government of Uttarakhand implemented the Chief Minister Tablet Distribution Scheme in 2021-22. 632 students were provided with a tablet or phone worth up to Rs. 12,000 each, at a total cost of Rs. 75,84,000 to the college.

The college also provides NSS and Rangers/Rovers scheme facilities to students, with 2 NSS units (200 volunteers) and 2 Rangers/Rovers units. Students are given training in life skills such as yoga, physical fitness, health, and hygiene during various camps and celebrations.

The college has a system in place to address student grievances, including anti-ragging and women anti-harassment cells and complaint boxes. An orientation program is conducted at the beginning of the academic session to inform and sensitize students about the rules and mechanisms for grievance redressal. Cultural and sports activities are organized throughout the academic session to develop students' all-around personality and leadership qualities. The college alumni association (yet to be registered) keeps in touch with alumni and engages them in college activities for the college's larger interests. The UGC model code of conduct is

followed by the college, and the college teams participate in inter-collegiate sports/cultural competitions at the university level.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*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.*
6.2	Strategy Development and Deployment
6.2.1 QlM	*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*
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**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)**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

Qualitative analysis of Criterion 6

The college has a vision and mission to equip students with knowledge and creativity while instilling Indian values to become responsible citizens. To achieve this, the college follows governance policies that align with its goals. As a government institution, it adheres to state regulations in personnel, finance, and other administrative areas. Academic aspects such as admissions, syllabus, and exams are regulated by the affiliating university. However, the college follows a decentralized decision-making model that involves department heads and student representatives. Committees/cells are formed to address various activity areas and recommend issues to the principal for approval.

The college believes in transparency and has uploaded most of its operational procedures, organizational structure, and rules and regulations on its official website. It has taken steps towards e-governance by digitizing employee service records, implementing online performance appraisal and promotion processes, and procuring high-value items through the GeM portal. The college encourages faculty members to attend workshops and training programs to improve their skills and provides necessary leave for the same. Additionally, the college undergoes external auditing by government agencies such as CAG on a periodic basis. The College has complied with Section 04 of the RTI Act 2005 by preparing and publishing 17 manuals on our website as part of the proactive disclosure by public authorities.

The college has implemented various staff welfare schemes and provides opportunities for professional development. The IQAC prepares strategic plans for the future growth and development of the institution. The

college strives towards transparency and participative management to achieve its vision and mission.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
7.1.4 QlM	**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)**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7

The college has consistently maintained a culture of implementing best practices in both its academic and administrative operations. As more than 90% of the college's student population belongs to socially disadvantaged groups (SC/ST/OBC Category), the college has established a gender equity cell to address gender-related issues within the institution. The college has taken measures to promote the use of alternative energy sources and energy conservation. These measures include the use of solar energy facilities (though in limited sense), replacing traditional light bulbs and tubes with energy-efficient LED bulbs and CFLs, and promoting carbon neutrality through tree plantation, and a plastic-free campus.

The college has constructed two pits within the campus to recycle most of the biodegradable waste. It encourages the participation of both staff and students in promoting eco-mission awareness and has allocated sufficient budgetary provisions for green initiatives and waste management. The college instills a spirit of national integrity by organizing national festivals, celebrating culture and heritage, and acknowledging the birthdays of illustrious Indians. Every year, Shri Dev Suman Diwas and Harela festival is celebrated by planting trees to raise student awareness about their region. The Rawai Valley's distinct folk culture is showcased through various cultural programs at the college.

The college has participated in the Mahatma Gandhi National Council of Rural Education's (MGNCRE) clean campus green campus initiative and submitted statistics on the college's sustainability index and green-awarded report. The college has also constructed ramps throughout the campus to build a disabled-friendly, barrier-free environment, facilitating easy access to classrooms.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)
Overall Analysis

Strength:

Embraces inclusivity by admitting students from different strata of society.
Provides quality education despite severe climatic and geographical conditions.
Has a transparent mechanism for timely redressal of student grievances, including sexual harassment and ragging cases.
Encourages students' participation in administrative, co-curricular, and extra-curricular activities through annual elections for the Students Association and the setting up of different academic and administrative committees such as the Sports Committee, Cultural Committee, NSS, and Scout Guide. Provides an academically encouraging and conducive atmosphere, with a dynamic and diverse student population, with more than 95% belonging to the reserved category.
Is a major hub of higher education, in the region with above 65% female students.
Is an important center of women's empowerment, with female students previously presiding over different posts of the Students Union, and the President of the Student Union in 2020 being a female student.
Is located on an eco-friendly and calm campus, surrounded by snow-covered hills in a pollution-free area with exquisitely beautiful scenic beauty, and away from the hue and cry of the town.
Has two buildings with adequate classrooms, labs, smart classrooms, one seminar hall, an EDUSAT room, and an administrative block.
Has qualified, experienced, motivating, and cooperative teaching and non-teaching staff.
Has a library with more than ten thousand books, and a rich collection of titles, magazines, and newspapers.
Has achieved great success in cultural, literary, and N.S.S. activities.
Provides enough opportunity for vertical and horizontal mobility with UG.
Owns approximately 4.557 acres of land.

Weaknesses:

Lack of funding for infrastructure from Govt.
Located in a distant mountain area with Adverse Geographical and Climatic Conditions.
Lack of proper transportation facilities for the students belonging to remote areas.
Lack of sufficient infrastructure in the proportion of student strength.
A higher proportion of students have a poor economic background.
Maximum students are first-generation learners.
Limited academic flexibility since we are implementing the university curriculum.
Lack of local industrial support, resource mobilization, and employment generation.
The college offers only traditional courses in science and arts with a limited discipline range, urgent need to widen the range of courses with subjects and inclusion of Professional/Vocational Education Training (VET) as well.
Lack of proper infrastructure for sports and extracurricular activities, such as the playground, multipurpose hall, classrooms s with ICT-enabled facilities, etc.
Limited national and international collaborations.
Limited financial resources.
Least utilized campus area and allotted land
Lack of specialized infrastructure for differently abled students
Limited courses and subject availability to the students
Lack of professional courses in the college.

Opportunities:

Since most of the students are from economically and socially backward sections of society, the college has an opportunity to serve society by giving quality education to these students.

Immense scope for improvement in sports and cultural activities

Scope for Inter-institutional student exchange programs.

Increase in the infrastructural facility.

Strengthening networking with alumni

Scope for starting Commerce faculty & PG Courses.

Scope for augmentation of disciples in already available courses. For instance, in the art faculty, there are only seven subjects that can be increased.

To elevate all UG departments to PG and the PG ones to Research Centers.

To start a number of skill-development and vocational courses.

Organization of International seminars and conferences

The college has opportunities to undertake location-specific research work relevant to rural agrarian needs.

Scope for further utilization of campus space for a playground, hostel, staff quarters, etc.

Challenges:

Honing students of rural background and fist generation learners

Enabling the students to improve their communication skills to cope with global competencies. Use of a more modern and digitalized teaching-learning process.

Boosting the confidence of rural students, especially girls.

The high cost of maintenance of infrastructure.

The college needs to introduce more skill-oriented programs to cater to the social and economic requirements of the region. It will have to re-skill its faculty to cope with the changing requirements in higher education.

Excessive use of social media by students and lack of internal motivation.

Early marriage increases the responsibility of the students and distracts them from their education and career goals leading to dropouts.

To motivate the faculty towards sustainable, purposeful, and socio-oriented research by getting research grants and claiming patents from faculties like Arts and Science.

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)

- The College should focus on starting job-oriented and vocational courses such as commerce and management, computer science and applications, BEd programme etc.

- Being a Postgraduate institution, Research activities should be initiated, efforts should be made for research grants mobilization and enhance publications.

- To enhance the employability of the students, english proficiency course and personality development programmes should be made as a part of curriculum.

- More number of Certificate and diploma courses to fulfill the regional and local aspirations and employability for those students who drop out after first and second year of UG programmes.

- Efforts should be made to enhnace the enrollment of students as large number of postgraduate seats are vacant.

- The State Government should provide adequate number of teaching posts and adequate financial support to run the courses.

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. MADAN MOHAN CHATURVEDI	Chairperson	
2	DR. SHYAMAL DAS	Member Co-ordinator	
3	DR. P S SHANMUGA BOOPATHI	Member	
4	Dr. N R Mohan	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. MADAN MOHAN CHATURVEDI	Chairperson	
2	DR. SHYAMAL DAS	Member Co-ordinator	

05-11-2023 12:03:18