



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

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
MAYURAKSHI GRAMIN COLLEGE, RANISHWAR, DUMKA,
JHARKHAND.
C-45380
DUMKA
Jharkhand
814148**

**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:	MAYURAKSHI GRAMIN COLLEGE, RANISHWAR, DUMKA, JHARKHAND. DUMKA Jharkhand 814148	
2.Year of Establishment	1990	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	3	
Programmes/Course offered:	21	
Permanent Faculty Members:	28	
Permanent Support Staff:	43	
Students:	2192	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. The college is located in an area where any college of its type is located at far off more than 45 km with good infrastructure on a spacious green campus.2. Catering to both the girls and boys especially tribal students of the society.3. Both English and regional language are used as the media.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 11-10-2022 To : 12-10-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DIPAK RANJAN MANDAL	FormerVice Chancellor,SIDHO KANHO BIRSHA UNIVERSITY
Member Co-ordinator:	DR. VIJAY DEV SINGH	FormerProfessor,University of Jammu
Member:	DR. GOPALKRISHNA S BHAT	FormerPrincipal,DR A V BALIGA COLLEGE OF COMMERCE PG STUDIES IN COMMERCE KUMTA UK
NAAC Co - ordinator:	Prof. Prashant P Parhad	

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 institution follows the curriculum as prescribed by the affiliating University (Sido Kanhu Murmu University). Every faculty member prepares the lesson plans for the subject they handle in each semester. Each department plans to ensure effective curriculum delivery within the frame of class routine. Classroom teachings are admixed with the use of ICT, seminars, workshops, special lectures, group discussions, and tutorials/remedial/slow learners' classes. Web workshops and Webinars are also organized on various topics on a time to time basis. NEP has been adopted in institutional teaching & learning process. The IQAC plays an essential role in regulating teaching-learning system. The University calendar is used as a reference to plan the college academic, co-curricular, extracurricular, and examination schedule. The Academic Calendar is prepared by the academic calendar committee of the institution before the commencement of the academic year. Internal Examination committee conducts a centralized internal examination. Two Internal exams (1st Mid-term exam and 2nd midterm exams) are conducted before the End Semester University examinations. The students are given ample time to prepare well for the exams. The examinations are conducted for 20 percent marks in non-practical subjects and 15 percent marks in practical based subjects per paper. The final internal assessment marks are calculated based on students' performance in both the exams and attendance. The marks file is sent to the university within the given period. Gender issues are included in the syllabus of Sociology, Environmental studies is the paper in Semester-II for all streams. Climate change is taught in Geography and Zoology. Insights of Human rights are imparted in Sociology and Political Science. Social programs like Beti Bachao Beti Padhao, water conservation, tree plantation, etc are organized by the NSS volunteers and NCC unit. The college also organizes regular seminars covering the issues of ethics, gender and environment.

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 examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.
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

Classroom participation and marks of the internal assessment are used as the indicators to categorize slow and advanced learners. Counselling is extended to the slow learners to motivate the students to perform to the best of their abilities. Remedial classes are also arranged for the slow learners. The Mentors have one on one interaction with their mentees to understand the progress in academic growth, sports, cultural activities, regularity, and active participation in co-curricular and extra-curricular activities of the students. Advanced learners directly come forward to the teachers to get special assistance from the teachers. They are encouraged to participate in group discussion, seminars and workshops. In fact most of the students are from very poor economic background and the teachers are indeed dedicated to cater to the needs of the learners. Experimental learning is availed by the students of Science departments to acquire knowledge on practical applications and developing reasoning ability. Students of Science and Arts Department are given project works on different topics related to their subject. Students get the scope of participatory learning during field visits of NSS and NCC units and by participating in seminars/ workshops organised by the college. Problem solving methodologies are adopted for the students of Mathematics. PowerPoint and audio-visual presentations are used by the teachers in the teaching learning process. The Faculty and students have an access to e-books & e-journals. The institute has one computer lab connected with Wi-Fi routers. Audio Visual Halls with projectors and speakers are available for conferences and seminars. There are four smart boards used by the faculties of both science and humanities. One language lab has been set up by the college that is useful to enhance the skill of communicative English. The college follows the norms and guidelines of the University in conducting internal and external examinations. Centralized internal assessment tests are conducted for students. The marks obtained by the students in internal assessment tests are sent to the affiliating university within the stipulated time. Mechanism of internal examination seems to be quite clean and robust in terms of frequency

and mode within the stipulated guidelines of the affiliating university. The concerned subject teacher and HoD take up the responsibility to redress any grievances related to internal exam queries. Students check the marks of examination in mark sheet of University examination and free to place appeal for redressal of grievances if any. The mechanism seems to be transparent time bound and efficient from the ends of both the college and the affiliating university. Teachers are aware of the course outcomes for the programs offered by the institution. The matter is communicated to the students in class and also through notice board display. Though the college is located rather in an underdeveloped area of the state, the performance of the students in the university examination appears to be commendable. Average percentage of pass during last five years is more than 94. In 2020 University topper in Bengali and Urdu came from the college. Similarly in 2021 also in Bengal and Urdu the toppers were from the college. In both the years the toppers received Gold medal from the University. Performances in the internal examinations and feedback from the students are used as indicator of program outcome and course outcome. Average percentage of pass during the last five years stands 94.9 that appear to be very good.

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

3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 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.
3.4	Collaboration

Qualitative analysis of Criterion 3

The College organizes extension activities in the neighbourhood community to sensitize students towards community issues, gender disparities, social inequity and social values. One Eco club, three units of NSS and one unit of NCC (girls wing) participate in such programmes. The NSS programme officers and the nodal officer are well trained and dedicated too. Best NSS leader team recognition was received in 2020 from Tripura and in the same event two volunteers secured 2nd & 3rd position as the best volunteer. One NSS volunteer from the college was deputed by the affiliating university to participate in Yuva Mohatshav in Lucknow in 2020, similarly one volunteer was deputed to National Integration Camp in Bangalore 2022. Best volunteer award was received by two from Binobabhave University, Hazaribagh in 2022. Social outreach activities like Blood Donation Camp, taking oath on special days like National Voters Day, International Youth Day are conducted. A letter of appreciation from MGNCRE has been received by the institute for the commitment to form COVID Helper Team. Regarding NCC one cadet participated in shooting competition held in Barauni in 2019. One cadet participated in Rajpath parade in New Delhi in 2019. One cadet won cash prize in para-jumping event in 2019 held in Lucknow. Best cadet reward in the form of cash prize was received by one cadet in each year of 2019 and 2020. One cadet received the Commendation Card in 2021 from the Director General, NCC, New Delhi. Two cadets received IGGBC recognition in 2022. The NCC in-charge Lieutenant in designation, a well trained lady has been guiding the cadets in a dedicated manner.

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

Qualitative analysis of Criterion 4

The college has 13 classrooms, 1 library room, 1 computer lab with internet connectivity & projector, 1 language lab, 5 Laboratories one Girl's Common Room, canteen facility and UV-RO water purifier. To combat the erratic power supply the college has a generator. To harvest the green energy the institute runs a solar system of 10 KW. The college has one well maintained girls' hostel, and one hostel for the OBC students. The college provides adequate facilities for cultural activities, indoor and outdoor sports. Cultural events are organized to celebrate the important event like Netaji Subhash Chandra Bose Jayanti, Tagore, and Nazrul Jayanti, International Women's Day, International Cancer Day, Holi Milan Samaroh. A good stadium is coming up with the financial assistance from the local administration. There is a well maintained open air gymnasium in the college campus. As such there is no yoga centre but the college celebrates International Yoga day every year and motivates the students to practice yoga in daily life. The institution has a library with reference & lending facilities with a collection of around 15896 UG books, 789 numbers of Journals, 1523 reference books, and 87 e-resources. The library has access to several e-journals and e-books through NLIST/INFLIBNET e-consortium. The library partially automated. The Assistant Librarian is in-charge of the library. The Wi-Fi is timely updated and this facility is available for both students and employees. The class rooms are allotted rationally. Day to day maintenance is performed by the specific staff engaged by the college. Major repairing/ maintenance jobs are executed by the college after due resolution taken by the Governing Body.

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 (student council/ students representation on various bodies as per established processes and norms)
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 students are involved to organize different types of cultural events in the college. In IQAC there is one student representative. Student representatives are in the committees for co-curricular, social and outreach activities. As per the university guideline there remains no provision of Students' Council/Union. The college has an Alumni Association but not registered. The alumni organize meetings and contribute views on the all-around development of the college. One of the alumni is a member of the IQAC. The Alumni Association is quite active and extends nonfinancial support service for the development of the college.	

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	
Governance ensures conducive strategy for attaining the vision and mission of the College. The governance	

comprises the Principal- the Academic Head, Governing Body, and Internal Quality Assurance Cell (IQAC). They play a significant role in the development of the Institution and framing reforms for the improvement of the Institution. The college has several need based committees constituted by the faculty members. The Governing Body of the college extends freedom to the Principal to plan and implement appropriate mechanisms and procedures for teaching-learning and administrative processes where as the Principal is assisted by the teaching staff and IQAC to execute the activities. In general the College follows decentralized and participative management policies. There exists a functional Governing Body/ Council of the college. The institution prepares strategic plan pertaining to academic development within the norms stipulated by the affiliating university. The recruitment and appointment of faculty and staff and framing of service rules are done by the Governing Body in accordance with the stipulations laid down by the affiliating university as well as Higher Education Department of the state. There exists Employee's Provident Fund and pensionary benefits as stipulated by the EPFO. Need based Casual & sick leave, maternity leave, financial support to faculty for attending FDP/ Conferences/ Workshops and Seminars etc, special leave to attend PhD course works are given by the college. As such there is no provision for personal appraisal but evaluation is done periodically to ensure the quality of teaching learning process. This appeared that the teachers are really dedicated to execute their respective duties and obligations. The institution carries the external audit annually and regularly. Fees collected from the students and once-a-year government aid is the principal source of revenue of the college. Annual budget is prepared and funds are mobilized seems to be in a systemic way through monitoring and accounting. Day to day financial transactions is maintained by the Accountant. The IQAC significantly contributes to quality maintenance, enhancement, and sustenance of the institution. To enhance the quality of the teaching-learning process, IQAC organizes programs such as web workshops, and webinars for faculty and encourages faculty to present and publish papers. In general IQAC is quite active in institutionalizing the quality assurance strategies and processes. Post accreditation quality improvement: The College has complied with most of the suggestions laid down during the earlier cycle of assessment like language lab has started, a good number of faculty members has pursued PhD, ICT enabled teaching learning system has been strengthened, library has been adequately enriched, seminars and workshops have been organised, laboratories have been enriched with equipments. Transport facilities have been facilitated by local administration and students have been motivated in sports. The suggestion to start PG courses could not be abide by due to lack of adequate financial grant and infrastructural facilities.

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

Institute provides equal opportunity to male & female staff and students for their respective activities. Institute has allocated a common room for the girl students. Institute has formed an Internal Complaints Cell (ICC) for Redressal of complaints raised by the female students though the composition of the cell is not in accordance with the UGC norms. Counselling is conducted by the college for promotion of gender equity. The institute organizes various sessions for women employees and students for increasing awareness related to women's rights, safety, security, and health issues. 24 hour CCTV surveillance is maintained in the college. Dustbins are used to collect wastes. These are used for recycling in Vermi bed. Soak pits are constructed for the percolation of wastewater at different places. Refilling of toner and damaged cartridges of printers are reused after repairing. Waste chemicals in the labs are disposed of by dissolving in water but no specific strategy has been adopted to discharge laboratory chemical wastes. However no radioactive chemicals are used in the laboratory. Usage of plastic is banned on the college premises. Major days like Teachers Day, Yoga Day, Netaji Jayanti, etc. are celebrated at the institute level. Fresher's day to welcome and sensitize the new entrants is celebrated every year. Residential camps in rural areas are conducted by the NSS units. Street plays to make citizens aware of various social issues such as women empowerment, female foeticide, gender equity, etc., and cloth donations to the poor are performed by the students. Tree plantation, roadside cleaning and blood donation programmes are conducted by the students. NCC unit acts to propagate national unity and integrity among youth. The college attempts to empower the students to attain emotional, physical, and mental freedom and to withstand the changing phases of their lives through various seminars, guest lectures, and

awareness programs. The College celebrates “Ambedkar Jayanti” to commemorate the birth anniversary and contributions of Dr. Bhimrao Ramji Ambedkar. Republic Day and Independence Day are celebrated with special activities of the NCC unit. Other events like Teacher's Day, National Youth Day, International Women's Day, Mahatma Gandhi's birth anniversary, Hindi Divas and Vishwa Matrabhasha Divas are celebrated by the college.

Best Practice 1: COVID-19 QUARANTINE CENTRE: The institution handed over the whole premises to the district and local administration to provide quarantine facilities to travellers during the Covid-19 pandemic. Some teaching and non-teaching staff also worked with the administration. Proper management was given to the person in the quarantine center who developed a febrile illness or respiratory symptoms at any point. People of the locality became much aware of the COVID-19 situation. The problems included that the college administration faced difficulty to do college-related necessary work. Some college properties like doors and windows were broken by the travellers.

Best Practice 2: Financial support to Cancer Patients: This practice was adopted to provide financial support to the cancer patients as well as to make aware the people of the locality to adopt preventive measures for Cancer. The College provides small grants by organizing charity football match to cancer patients aiming to support the victims financially and morally. The students, staffs, and society get a sense of social responsibility through such practice. People of the locality are being convinced not to consume toxic articles which lead to cancer and more & more people come to know about the dreadful result of the diseases. The college has a tie up with a NGO for this activity. More public cooperation is required to increase the fund to meet the need to support.

The main objective to establish the college was to provide the opportunity to the rural especially tribal students of this area and the rural girls to pursue higher education. The students in general gets the dais to develop their academic as well as professional, cultural, social consciousness, alertness and responsiveness. The college gives exposure to the students to participate in curricular, extracurricular, and extension activities. The College collects funds from the stakeholders and localities and even the students to support the Cancer victims of nearby areas.

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

Overall Analysis

Strength:

Sufficient campus area with green environment.

Friendly Governing Body/Council, motivated Principal and committed Staff.

NSS, NCC and Eco club which promote social responsibility among the students.

Weaknesses:

Insufficient number of classrooms.

Inadequate financial assistance.

Lack of soft skills of students and inadequate industrial/corporate linkage with the college

Limited resources and facilities in the laboratories.

Opportunities:

Expansion of inbuilt area in the spacious campus.

Widening the further scope of sports and athletics to tap the untapped talents.

To make the students conversant to spoken English.

To conduct vocational courses, add-on courses for entrepreneurship and career opportunities.

Challenges:

To make ready the below average students to continue the studies.

To motivate the students to opt Commerce and Science Courses.

To motivate parents to participate in college developmental activities.

Procuring funds from Government and philanthropists

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)

- Short term skill development programmes/ Add-on courses may be introduced.
- Campus placement may further be enhanced.
- Sanitary napkin vending machine with incinerator may be installed.
- Teachers should be encouraged and supported for taking research to enhance their career and competence.
- Heritage walk may be conducted to document the local cultural & archaeological evidences.
- Library automation may be completed.
- Laboratories may be upgraded to face the need of newly introduced NEP.

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. DIPAK RANJAN MANDAL	Chairperson	
2	DR. VIJAY DEV SINGH	Member Co-ordinator	
3	DR. GOPALKRISHNA S BHAT	Member	
4	Prof. Prashant P Parhad	NAAC Co - ordinator	

Place

Date