INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
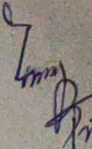## RABINDRANATH THAKUR MAHAVIDYALAYA

Bishalgarh
799102

(Draft)

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

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Section I:GENERAL INFORMATION

1.Name & Address of the institution:	RABINDRANATH THAKUR MAHAVIDYALAYA Bishalgarh Tripura 799102
2.Year of Establishment	2012
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	2
Departments/Centres:	9
Programmes/Course offered:	2
Permanent Faculty Members:	19
Permanent Support Staff:	14
Students:	923
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Comparatively young, co-educational college catering to the higher educational needs of rural youth coming from minority, ethnic groups and marginalized sections of society. 2. Affiliated to Tripura Central University and is recognized by the UGC under section 2 (f) & 12(B) of the UGC Act 1956. 3. The college has the potential to grow.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 24-04-2019 Visit Date To : 25-04-2019
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. MUSTAFA SHAH	Vice Chancellor(in-charge),UNIVERSITY OF KASHMIR
Member Co-ordinator:	DR. MANJU JAIDKA	FormerProfessor,PANJAB UNIVERSITY CHANDIGARH
Member:	DR. ISAAC PADINJAREKUTTU	FormerPrincipal,ORIENS THEOLOGICAL COLLEGE
NAAC Co - ordinator:	Vishnu Mahesh K R	

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 delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

Rabindranath Thakur Mahavidyalaya, Bishalgarh, affiliated to Tripura University and recognised by UGC under section 2 (f)& 12(B) of the UGC Act 1956 was established in 2012. The college offers honours programme in six Arts subjects and one in Biological Science along with general courses in Arts and Biological Science to rural youths coming from minority ethnic groups and marginalized sections of society in Sepahijala district in Tripura. The college also accommodates Distance Education Centre under the Director of Distance education of Tripura University to provide UG courses. The college implements the curriculum prepared by the University. The implementation of the curriculum and the academic plan is monitored by the HODs. Academic calendar is prepared at the beginning of each academic year.

As the college is a co-education college, attention has been paid to ensure equal rights and opportunities to the boys and girls in the college. Gender equality is followed in every practice in college. 'Gender studies' as a soft course is included in the syllabus and spread over in different subjects like Bengali, Political Science, English etc which have made the students more gender sensitive.

The college could introduce a formal course on value education to emphasize civic sense, human and moral values, professional ethics etc. As it is a college situated in a rural area, it could take steps to introduce context specific and need based diploma, certificate and add on courses to develop the various skills of the students and improve their employability. Similarly it could also take steps to diversify its courses to include more UG courses. Supporting curriculum delivery through better infrastructural developments in the areas of library, ICT, laboratory, number of teaching and non-teaching staff etc. is also to be looked into. There could be a special course in English language skills for the beginners as the command of English is rather weak.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(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, after admission and organises special programs 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
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The college pays some attention to the special needs of slow and advanced learners but has not specified any specific mechanism by which the learning level is assessed except by looking at the information provided at admission, performance in class, punctuality and interaction with students in the classrooms. There is openness among the staff to be available to the students and students are connected with each other in the department through social media which also helps them to support each other. As far as the teaching learning process is concerned, there are some student centric teaching and learning methods adopted, like group work and pair work which facilitate participative and collaborative learning, field trips, projects etc. which encourage experiential learning, lectures given by external resource persons on specific topics, receiving feedback from students about teaching, etc. ICT is used to some extent to make classes interesting like the use of digital technology, internet, you-tube, social media, etc. Innovative methods like debate, quiz, campus tour, village tour, service to neighbourhood, commemoration of great leaders, celebration of important days etc. are also used for imparting knowledge. There is continuous internal assessment consisting of diverse activities like oral and written assessment, projects, assignments, field visits etc. although the frequency of some of them is very limited. The institution adheres to the academic calendar in implementing continuous internal assessment and examinations. There is a mechanism to deal with the grievances connected with examination in a transparent and time bound manner. Some outcomes of the various programmes and courses offered are mentioned but employability is not mentioned as a specific outcome. The institution needs to develop a formal and robust mechanism to evaluate whether the objectives of the programmes and courses have been achieved.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

The institution being the UG college and inadequacy of facilities in the college has prevented it to carry researches on big scale. There are five regular faculty members with Ph.D. from Tripura University. @ guest faculty members are PhDs. The college needs to encourage its faculty members to undertake research activities wherever possible. Few faculty members have published research articles in various peer-reviewed and other ISSN and ISBN journals.

Institution has yet to create an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge. However, the college has strived to carry out various extension activities through NSS unit and other forums. Students have participated in activities dealing with society and environmental issues, health issues, cleansing operations and blood donation etc. These activities inculcate moral values and also cultivate skills and social responsibility amongst the students and faculty, and further pave way for a holistic development of students to make them good and responsible citizen.

Besides, the NSS has been arranging a number of outreach programmes and extension activities like Swachch Bharat and other awareness programmes. They also make local people aware about various Govt. schemes for the greater benefit of the community. The students of 6th Semester are encouraged to undertake projects to study and find solutions to some prevailing issues in the village. The paucity of fund and limitation of time leave limited opportunity for the students and staff to focus extensively on the extension activities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
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 rather good infrastructure. There are 16 class rooms, 3 labs for the science department, a IT Lab, one Smart Class room, a multipurpose hall for programmes, separate common rooms for boys and girls, room for placement cell, separate toilet for boys and girls etc. Some of the classrooms are ICT enabled. The college has a full-time regular IT faculty, an IT Lab with 21 computers and UPS, 2 projectors and a sound system. Limited facilities for outdoor and indoor games are available. The College participates in some inter-college tournaments. There is provision for Yoga classes in the college. Students actively participate in various cultural activities of the college. Some of the students received state and national awards. There is a library with a reading section. The library has 4127 books comprising 1000 titles. It is a member in National Digital Library (NDL) The library is not automated and there is no librarian. The books in the library seem to be inadequate for the number of students. There is one computer in the library with limited internet access. There is no collection of rare books, manuscripts special reports or any other knowledge resource for library enrichment. As far as ICT facilities are concerned, there is a Computer Laboratory with some computers, one smart class room, one seminar hall with LCD projector, and portable LCD projectors. 15 computers dedicated for students are inadequate for a college of 1000 students. Some automation of the office has been done. The college has no broadband connection or campus wi-fi. All in all the ICT facilities need upgradation and improvement. There is need for more smart classrooms, more computers, and broadband internet and wi-fi. There seems to be need for improvement of laboratory and library infrastructure and ICT facilities and general infrastructure also according to the students' satisfaction survey.
Lack of audio-video aid stand as major handicap before teachers in using innovative teaching methods. Up-gradation of the lecture rooms and laboratories is the need of the hour.
Efforts should be made to provide clean drinking water to the students. Maintenance and upkeep of the campus may be improved.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5
There is a Students' Council in the college which provides an opportunity to the students to engage in effective partnership with teachers, students and college authority in the functioning of the college. It functions according to the directives of the higher education department of the state and under the supervision of the principal. The Student's Council contributes to the development of the college by actively involving themselves in all the college activities. The council helps the students in the admission process and makes them familiar with the college environment. It helps in organising different co-curricular programmes in the college, maintains effective communication between students and college authority, and helps in maintaining discipline in the college premises. The council members are also members of important academic and administrative committees of the college like Anti -Ragging committee, Internal Quality Assurance Cell, Internal Complaint Committee etc. The college has formed an alumni association which is in the process of being registered. Being a new college the number of alumni is limited and so their assistance is limited too. Some of the alumni are in Government services, some of them are pursuing their higher education but many of them are in private jobs. The alumni needs to be more actively involved in the development of the college.

	Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QIM) in Criterion6)
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
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	Institution has 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
6.5.5 QIM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

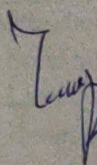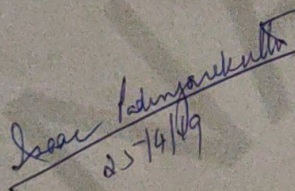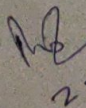| Qualitative analysis of Criterion 6 |
|---|
| There is an institutional vision and mission and the leadership of the college is trying to realize this vision and mission. Although there is no regular principal, leadership is provided for a democratic and transparent administration. There is delegation of power and collaboration and team work at every level. The institution practices decentralised and participative management. The teachers' council, and the heads of departments and the various committees such as the examination committee, cultural committee, the placement cell, the internal quality assurance cell, internal complaint committee, the anti ragging committee etc. are formed to assist the principal in the administration. The Students' Council acts as the liaison between the college and students. Feedbacks are obtained from the students to improve the quality of the services rendered. Some strategic plans for future development of the college are mentioned. Organizational structure of the college is well defined. The administrative structure comprising of the principal, the staff, non teaching staff and the role of the students are well defined. Procedures for recruitment, promotion and grievance redressal are all according to government rules. The welfare measures for the teaching and non-teaching staff are decided by |

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the Govt. However, welfare measures for those who are not covered by government schemes are not mentioned. Performance Appraisal system is only for teaching staff. Audits are done according to government regulations. The funds allotted are utilised following proper procedures but there is no effort to mobilize extra external resources. The college should take steps in this direction. There is a functional IQAC which has taken some initiatives for quality improvement like development of College like development and maintenance of the Website, receiving feedback from the stakeholders, organizing self appraisal of the faculty members, introducing Teacher Diary, creating Question Bank, E Resource Bank etc. It has to grow into a coordinating agency for all quality enhancing measures in teaching learning and evaluation, structural changes, developing methodologies and assessing learning outcomes etc. The college has succeeded in some measure to show improvements at various levels like growth of infrastructure, increase in the number of courses offered, introducing Distance Education, introduction of NSS, extension activities, formation of Student Council, construction of the boundary wall with entrance gate.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	1. Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The college has tried to create a favourable environment for gender sensitivity and equity. The safety of women is ensured by the well secured and protected campus with security guards. Counselling is offered by faculty members. There seems to be no full time counsellor. There seems to be no problem of e-waste management at the moment. At the moment there is no rain water harvesting although there is awareness about its usefulness and importance. There is no information provided about green practices at all. The college organises celebration of national festivals regularly like Independence Day Republic Day, Teachers' Day,
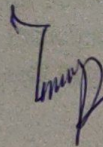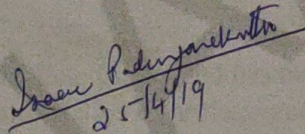
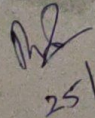25/4/19   25/4/19   25/4/19   25-04-2019 12:52:51

Rabindra Jayanti, Vidyasagar Jayanti, Gandhi Jayanti etc. As part of professional ethics, the college maintains transparency in all the spheres of its functioning - financial, administrative and academic. Online admission, grievance redressal mechanism in evaluation, internal and external audit etc. are signs of transparency in academic and administrative matters. The two best practices mentioned are educative and are in line with the vision and mission of the college. One is adoption of a village and close engagement with this village by the college. The second practice is Rabindra Bhabna to inculcate in the students the vision and values of the great poet Rabindranath Tagore after whom the college is named for which a number of programmes are arranged every year. Both practices have shown positive results among the students. The college could adopt more such practices and institutionalise them. The unique practice which the college has adopted, the holding of daily assembly does shore up with the vision of the college to grow as an academic and human community.

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

Overall Analysis

Strengths:

1. The college has a campus over 9 acres of land.
2. It has the potential to grow in terms of courses taught, and in the number of students and initiatives taken.
3. It provides education to poor and unprivileged students..
4. It has young, enthusiastic and committed staff and students .
5. The academic performance of students in University Exams has been good.

Weaknesses:

1. Inadequate ICT facilities has adversely affected teaching and learning process.
2. Drop out rate / low Progression rate of students to higher education.
3. Limited academic/ research opportunity for the faculty members.
4. Poor attendance of the students.
5. Absence of regular Principal, Librarian and sports incharge.
6. Absence of high speed/ broadband internet connectivity.

Opportunities:

1. The college is located close to State capital and has the potential to grow.
2. It has the opportunities for introduction of professional/job-oriented courses.
3. It has the support and collaboration from the community.
4. The college has a recently established strong and proactive IQAC.
5. Empowerment of women students can lead to a stronger institution and contribute to society.

Challenges:

1. The students have poor socio-economic background. Their employability is a major challenge.
2. Poor transportation facility to the college. It becomes very difficult for students, a good majority of whom are girls, to attend college regularly.
3. Improveed knowledge of English as well Hindi would help the students connect withe outside world better.
4. More qualified faculty members are needed.
5. Improved facilities for sports and co-curricular activities are needed.

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)

- Establish a language lab for developing language skills and soft skills.

- Improve ICT facilities like more smart class rooms, more computers, broadband internet, wi-fi etc.

- Need to improve the library and the laboratory facilities.

- Introduce mentoring and appoint a regular counsellor for providing counselling to students

- Introduce coaching for professional and competitive exams.

- Appoint a regular principal, librarian and a physical education instructor

- Introduce more UG courses and context specific and need based diploma, certificate and add on courses.

- Prepare vision document with executable action plan for the next ten years.

- Adequate number of faculty with research degrees like M.Phl. and Ph.D.

- Arrangements should be made for hostel facilities, transport, clean drinking water, a proper canteen and well-equipped common rooms.

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

Chitra Pal 25/04/2019

Signature of the Head of the Institution

(Dr. Chitra Pal)
Principal-in-charge
Rabindranath Thakur Mahavidyalaya
Bishalgarh, Sepahijala.

Seal of the Institution

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Sl.No	Name		Signature with date
1	MUSTAFA SHAH	Chairman	25.4.19
2	MANJU JAIDKA	Member Co - ordinator	25/4/19
3	ISAAC PADINJAREKUTTU	Member	
4	ISAAC PADINJAREKUTTU	Member	Isaac Padinjarekutta 25/4/19
5	Vishnu Mahesh K R	NAAC Co - ordinator	

*This is a computer generated report and signature is not mandatory.

Place Agartala
Date 25.04.2019

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