



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
CH. MANI RAM GODARA GOVERNMENT COLLEGE FOR WOMEN
C-22440
Fatehabad
125050

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

B. Suman

Dr. L.

Dr. S. S. S.

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	CH. MANI RAM GODARA GOVERNMENT COLLEGE FOR WOMEN Fatehabad Haryana 125050	
2.Year of Establishment	1998	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	8	
Programmes/Course offered:	24	
Permanent Faculty Members:	49	
Permanent Support Staff:	11	
Students:	1625	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Secured campus for girls 2. Decentralized and harmonious administration 3. Good infrastructure	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 08-09-2022 Visit Date To : 09-09-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PROF B R DUGAR	Vice Chancellor,Jain Vishva Bharati Institute
Member Co-ordinator:	DR. JAYASHREE ROUT	Professor,Assam University Silchar
Member:	DR. SATINDER KAUR GUJRAL	Principal,REENA MEHTA COLLEGE OF ARTS SCIENCE COMMERCE AND MANAGEMENT STUDIES
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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
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 CH. MANI RAM GODARA GOVERNMENT COLLEGE FOR WOMEN located in Fatehabad, Haryana affiliated to Chaudhary Devi Lal University, Sirsa adheres to the curriculum framed by the University. The Institution follows Choice Based Credit System (CBCS) since 2017 for Post Graduate courses.

The college caters to the education of girls. Besides, BA, BSc and BCom, BSc (Medical), the college offers 4 PG program in MA (English, Hindi, Economics and Political Sc.).

Various committees have been constituted to ensure implementation of the different academic programs. The syllabus is revised every three years through Board of Studies of the University. Academic Calendar is being followed regularly.

It has been observed that the college has not offered any add on /certificate or value-added programs during the last five years.

Very few programs on blood donation, medical awareness, Swachha Bharat Abhijan, NSS etc were conducted. The college needs to organize some programmes to sensitize students with the cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics.

A proper and formal mechanism should be in place to collect feedback on curriculum delivery by the stakeholders. The Institution conducts very less number of experiential learning through project work/field work/internship.

The college is yet to prepare action plan or implement NEP-2020 in UG and PG programs.

Pragya

Dr. L

Shivani

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

Number of students enrolled against sanctioned seat capacity need improvement. Remedial classes for slow learners and special coaching classes for the advanced learners are arranged. To enhance learning experience, more student-centric methods need to be adopted. Course outcome is not well displayed on the college website and no proper method for the attainment of program and course outcome is mentioned. Pass percentage of students is not up to the mark. ICT based class rooms are used, though the number of such class room is not adequate. Visit to industry, assignment and seminars are conducted for assessing the progress of the students. Internal evaluation are conducted regularly and the performance is discussed with the students transparently. Mechanism for reevaluation and scrutiny is in place. Students are satisfied with the teaching-learning process.

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 research activity by the faculty needs to be improved. The Institute should make effort to encourage and urge atleast PG teachers to engage in research. The institute should also mobilise grants from Government & Non-Governmental agencies for research , innovation and extension. More workshops and seminars are needed to be conducted on Research Methodology and IPR and related areas.

The participation of faculties in National and International Conference is satisfactory. The publications in peer-reviewed journals, UGC-CARE listed journals by the faculty need to be improved. Teachers are needed to be encouraged to engage in research activity and publish more research papers. Institution should make effort to create an ecosystem for innovations and should take initiatives for creation and transfer of knowledge. The number of extension activities and outreach program conducted is not satisfactory. This is needed to create social awareness and a sense of responsibility.

No industry linkages, faculty exchange or student exchange are in place.

Institution has not signed any MoUs with the Corporate or the Industries.

Faculties and students of UG & PG should be motivated to engage in field based project works and research oriented 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 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

Adequate infrastrure facilities are available in the college including proper classrooms, seminar rooms, laboratories, ICT labs, hostel, residential blocks both for teaching and non-teaching staffs are available in adequate numbers. Sports grounds needed to be improved.

Costruction of science blocks, conference hall, parkingsheds, washrooms, connecting passage from adminstrative block to science block has been carried out in last five years. ICT facilities have been upgraded

by procuring TFT panel and projectors.

Many scientific equipments for science labs have been procured during the assessment period.

Institute's library is fully automated with the help of Integrated Library Management System (ILMS).

Usage of library on a day-to-day basis is satisfactory. Internet facility is and LAN available. Institute has various committees for maintenance but regular meetings are not held and procedures and documents need to be maintained properly.

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	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

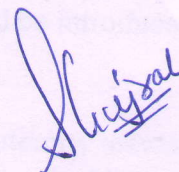
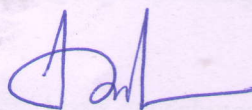
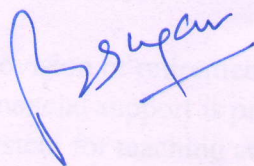
Qualitative analysis of Criterion 5

Different support system such as grant, loan, or scholarship, and counselling and administrative services are adequate, capacity building and skill enhancement activities initiative should be undertaken by the Institution for the students. Placement cell exists . More placement drives to be initiated for the students including setting up of career guidance cell.

The college has a registered Alumni Association. Meetings are held annually. The association needs to be more active and functional through a continuous interactive digital platform. A dedicated website should be there.

Support for financially weaker students in the form of book grant, subsidised fees and other digital accessories etc. may be considered from student aid fund or mobilised resource funds. Book bank, wi-fi, earn-while-you-learn, scholarships etc. are available for the student.

Funds from other sources are required to be mobilised appropriately to improve the overall ambience and performance 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	<p>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</p> <p>(For first cycle - Incremental improvements made for the preceding five years with regard to quality</p> <p>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)</p>

Qualitative analysis of Criterion 6

The management of the college should meet the different section of stakeholders frequently to assess for betterment of the college. Teaching and non-teaching staffs have good co-ordination with the higher authorities. Student-centric program including language speaking courses should be introduced in a phased manner.

Provision of retirement benefits such as gratuity, leave encashment, maternity/paternity leaves etc. exists. Financial support is provided to teachers to attend Conferences/ Workshops. Proper Performance Appraisal System for teaching and non-teaching staff exists.

Internal Quality Assurance Cell (IQAC) is actively involved in institutional quality assurance strategies and processes.

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

Different activities are conducted by the institution from time to time- for the promotion of gender equity.

The two best practices mentioned are:- Girl Child Education and Infrastructure.

The Institutional distinctiveness is "Beti Bachao Beti Padhao".

Initiatives have been taken for water harvesting and alternative energy (solar) resource.

The management of degradable and non- degradable waste is not satisfactory. The college should take initiative in this regard for effective waste management.

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

Overall Analysis

Strength:

- Eco friendly campus.
- Emphasis on girl education.
- Residential flats and hostel facilities for the staff.
- Remedial Coaching is provided to the slow learners.
- Good bonding of teaching and non-teaching with higher authority.

Weaknesses:

- College lacks its own transport facility.
- College Website to be more properly maintained
- No add on courses/ skill based courses.
- The college lacks formal linkages and collaborations (academia- industry).
- Placement of students is unsatisfactory.
- Proper and well-structured feedback collection and documentation is required.

Opportunities:

- College has the opportunity for introduction of more industry oriented programs / courses.
- Encouraging Faculties to conduct research activity.
- More Industry related skill based programs.
- To strengthen IQAC.
- To provide more financial support to the faculties to attend workshops/ conference.
- To Tie up with MNCs and provide placement opportunities.

Challenges:

- Financial and lower literacy rate of the adjoining areas is an issue.
- Staff members are often deputed for non-academic activities hampering the academics.
- Conducting activities like skill oriented courses.
- To collaborate with the Industries/ Companies or Institute
- Faculty and Student Exchange

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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 institution presently caters to the girl students. To enhance the enrolment and also promote mutual understanding, a proposal for co-education may be considered.
- The institution should involve more teachers in different developmental activities through participatory management. In every program, teachers should be involved as counsellor for groups of students to regularly monitor their progress and meet out the difficulties.
- The access to ICT facility for students should be expanded
- Research by faculty in their field of expertise should be pursued actively. Participation in seminars/conferences and organisation of such academic events be undertaken regularly.
- Student support facility needs to be augmented. Placement related training including development of language skills etc be undertaken.
- Student progression on completion of UG courses to PG courses be ensured through adoption measures to improve quality of PG education and placements. For this, industry-academia interaction should be ensured. More value-based, skill-development related short-term courses be provided to the students as add-on course to attract and retain students.

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

Signature of the Head of the Institution

Donner
09.09.202

Seal of the Institution



Prasanna

Adil

Shajwal

Sl.No	Name		Signature with date
1	PROF B R DUGAR	Chairperson	<i>[Signature]</i> 09/09/22
2	JAYASHREE ROUT	Member Co - ordinator	<i>[Signature]</i> 09/09/2022
3	SATINDER KAUR GUJRAL	Member	<i>[Signature]</i> 09/09/2022
4	Prof. Prashant P Parhad	NAAC Co - ordinator	

Place *Bhodia Khara, Fatehabad*

Date *09/09/2022*

NAAC