

**ASSESSMENT REPORT ON INSTITUTIONAL ACCREDITATION
OF
GOVERNMENT COLLEGE, S.A.S. NAGAR (MOHALI) (Pb.)**

SECTION - 1

INTRODUCTION

Government College, S.A.S. Nagar (Mohali) was set up in May, 1984 in response to the persistent demand of the citizens of Mohali (Pb) and rural areas on the periphery of Union Territory of Chandigarh, to cater to the higher education needs of their children. The college has the mission to create citizens who “Aspire for Truth” and looks forward to the promotion of a social order based on truthfulness, ideals of sacrifice and healthy thinking. Being located in close proximity of the modern city of Chandigarh The college offers a mix of conventional courses on a vast campus of 28.7 acres in an urban locale. It is affiliated to Punjabi University, Patiala. It has fifty seven permanent teachers fifteen of whom possess Ph.D degree while twenty nine hold M.Phil degree. The college is supported by non-teaching staff comprising seventeen persons on the administrative side. It has an enrolment of 950 students who are mostly from Mohali and its neighboring rural areas comprising about one hundred and twenty five small villages. It offers instruction in under-graduate courses in Arts, Science and Commerce. It does not offer any post-graduate teaching in any subject. As per university rules the college follows annual system. It is included in the list of colleges maintained by the UGC under sections 2(f) and 12 B of its Act of 1956 since 9th April, 1990 and continues to be addressed by UGC schemes and Plan grant as per UGC notified norms and per its entitlement and merit of its proposals. The college is fully financed and controlled by the state government.

The college prepared its Self-Study report in November, 2003 and volunteered to be assessed by the National Assessment and Accreditation Council, Bangalore which constituted a Peer Team comprising Prof Naresh Chandra, Former Pro-Vice Chancellor, University of Mumbai– Chairperson, Dr Ancy Jose, Principal, Nagindas Khandwala College of Commerce and Arts, Mumbai – Member and Prof K.K. Bajaj, Former Dean



of Colleges–cum-Director, CDC, HPU, Shimla – Member-Co-ordinator, to visit the college and validate the self-study report.

Before visiting the college on 6th and 7th February, Dr Naresh Chandra, Chairman of the Peer Team held an in-house meeting at 9 PM on 5th February, 2004 in the Guest House of Union Territory, Chandigarh to exchange notes and views on the self-study report submitted by the college and finalize the procedure and modalities to be followed for its validation during the visit to the college.

The Team visited the college on 6th February, 2004. It received a resume of the activities and highlights of the academic and curricular programs of the college from the Principal and after interacting with him the members of the team visited all the teaching departments, support services such as the library, laboratories, gymkhana, lecture theatres/ rooms, audio-visual room, staff room, office and its vast grounds on the campus. After interacting with the teachers, students, non-teaching employees, parents and the alumni and after verifying the documents and record referred to in the self-study report of the college, the Peer Team submits its observations in the following paragraphs based on the seven criteria laid down by the NAAC.

SECTION 2

CRITERION – WISE ANALYSIS

CRITERION – I : CURRICULAR ASPECTS

Government College SAS Nagar (Mohali) Dist Ropar is affiliated to Punjabi University, Patiala. It is a co-educational institution. It offers courses and combinations in twenty two different subjects in Arts, Commerce, and recently introduced science stream as per syllabi prescribed by Punjabi University. It also offers B.A. (Hons) course in the subject of Psychology. It has such subjects as Geography, Fine Arts, Music (Vocal and Instrumental), Sociology, Sanskrit and Home Science as well besides popular subjects

such as Punjabi, English, Political Science, Economics and Commerce etc., to cater to the diverse needs of its students. These subjects are taught by duly qualified and approved fifty seven permanent teachers. Some of the teachers have representation in the academic bodies of their subjects in the university but their representation being inadequate the contribution to periodically review and amend the syllabi as per emerging market requirement of relevance is limited. The students have adequate choice and mobility to opt combinations of different subjects. The college has constituted a number of committees of teachers to advise students on academic matters and give them gainful exposure and guidance.

Under the Computer Literacy program, staff members are given free computer education by Tata Infotech. Five of its staff members have received such training.

The college has very recently been informed that the UGC has sanctioned add-on courses in the subjects of journalism, translation, and Home Science which it will introduce in the next academic session. Sanction letter is yet to be received.

CRITERION – II – TEACHING LEARNING AND EVALUATION

Admission of students to various courses is done on the basis of merit and interview by various admission committees consisting of subject teachers. Generally no one who is eligible, is denied admission. In Commerce stream admission is granted on merit. The college has separate admission committees for the three faculties. The committees scrutinize the admission forms and finalize admissions according to admission eligibility norms prescribed by the University and as notified in its prospectus. Teaching in Arts subjects is largely offered in Punjabi and is conducted in the traditional lecture method in the class. Occasionally it is supported by supplementary tools and inputs such as OHP for which facility of an audio-visual room has been created. Subject related cassettes in Punjabi and English have been specially prepared by the faculty. This is an appreciable effort. The numbers in the classes being manageable to a great extent, teaching is effective and face-to-face. Students' gains are assessed through periodic class tests and

class discussions in the absence of any prescribed procedure and recorded mechanism for formal receipt of feedback from them. The house test is held in the month of December every year to determine eligibility of students for the university examinations. The college has 145 teaching days while it has 268 working days. Each of the teachers has work load of twenty four periods per week as prescribed by the state government and the university. Ninety seven percentage of classes are taught by full time permanent teachers. Teacher-learner ratio being low and manageable personal contact with the students is well maintained for gainful interaction. The teachers have cordial interaction and exchange of academic ideas to enhance the quality of their teaching and they offer counseling to students freely.

Advanced learners are motivated by giving them roll of honor, college colors and other prizes instituted by the college. Various concessions are also offered to underprivileged, needy and weak students. They are also given extra coaching wherever required.

The recruitment of teachers is done by the state government through its Public Service Commission as per norms and qualifications prescribed by the UGC. Towards their professional empowerment about 39 of them have attended refresher courses whereas nine of them have attended Orientation programs in different academic staff faculty colleges. Wherever required as a contingency measure, in short term leave vacancies guest faculty is appointed by the Principal. and they are paid out of PTA funds. The students are encouraged to take part in creative, socially useful and interactive extension and outreach activities through many active clubs under the guidance of its teachers. The students are also encouraged to participate in a number of activities such as debates, essay writing and other activities to promote self-confidence and creativity in them. The college does not as yet follow the method of self-appraisal of teachers and instead the ACRs are written by the Principal on the basis of university results and other standard norms of conduct and performance to evaluate them.

CRITERION-III: RESEARCH, CONSULTANCY AND EXTENSION

Being confined to undergraduate teaching the college has serious research related constraints even when fifteen of its teachers possess Ph..D and twenty nine hold M.Phil degree. Head of the Dept of Punjabi is a creative writer of international repute and some have creditable research experience and findings to their credit. Some of the teachers have participated with recognition and acclaim in national and international seminars and academic workshops and have gainful experience and exposure to their benefit. The institutional constraints in promoting research activities and interest are obvious. Creative contribution to the cultural aspect of life and society is commendable in some cases. This is sustained through many clubs which are socially active, relevant and useful. The NSS units are active and involved in this direction. NCC unit of the college has been active and students were selected for participation in the Republic Day parade in 1999, 2000, 2002 and 2003. The college has an impressive record of its participation and achievements in the field of sports and cultural activities. The college does not undertake any institutional consultancy work whereas in the field of creative expression and performance its teachers have a commendable presence. However in the field of dramatics it excels both in participation and creative consultation being offered by Dr Atamjit Singh who is a writer of international repute and recognition. In Bhangra – a robust dance form of Punjab, the college has an impressive recognition.

Prof Phool Chand of this college was awarded Rs 50,000/- for being the best Hindi writer from the non-Hindi speaking areas for the years 2002-2003 besides many other awards and honors to his credit. Ms Sadhna Sangar has been organizing solo exhibitions of her paintings which is highly appreciated.

CRITERION – IV: INFRASTRUCTURE AND LEARNING RESOURCES

The college which was started in a rented building now has a sprawling campus with a two storied Administrative/Arts block and the ground floor of its science block besides an

improvised open air theatre. The campus is spread over 28.7 acres. It has a hostel which has recently been constructed and handed over to the college in the mid session. It is yet to be occupied by the desiring students. The college building is yet to be completed and as such some of the classes are held in the corridors and other open spaces as of now. The college library has about 13,850 books and it subscribes to 28 magazines. There are wall magazines displayed in different departments. It also has five computers under a tie-up with Tata Info Tech for computer education programs on the campus. The computer laboratory is functional from 7 AM to 6 PM and is also available for use on Sundays from 11 AM to 1 PM. It may have the facility of a CD writer, scanner, LAN and a laser printer. The college has institutional membership of British Council Library, Chandigarh for the benefit of its teachers and students. The college has internet facility which substantially enhances its access to information modules in various subjects. Its laboratories are in the process of being established and becoming fully operational and useful for its science students. The available infrastructure is being put to optimum use despite obvious constraints in its upkeep due to multi-departmental involvement as is the case in a government set up and even with the help of PTA funds.

CRITERION –V : STUDENT SUPPORT AND PROGRESSION

The college offers academic and curricular inputs to maximize students' gains through cross-cultural exchanges, academic interaction and participation in sports activities besides regular class room instruction. The details of all its activities and participation norms are given in its prospectus every year at the time of admission

The college enjoys commendable support and goodwill of its old students more so when it now has a formally constituted Alumni Association which meets regularly. Many of its old students have occupied important positions and offer valuable support to it. Though there is no formal guidance and counseling cell set up so far yet the information dissemination process is carried out in a student friendly and personal manner for their benefit. Many of its students regularly qualify for the professional courses and also go in for higher studies after qualifying in entrance tests.

Drop out rate in B.A I is high on account of students opting for other institutions on their selection and on account of various other reasons. In the science subjects recently introduced, the enrolment is also very less at the first year level. The college may consider remedial steps to be taken for its improvement.

CRITERION- VI : ORGANISATION AND MANAGEMENT

The college has adequate internal coordination and functional autonomy and is administered through participative management practices under a large number of committees with their roles and duties duly assigned. There are committees for admission, planning, time table, sports, cultural and extension activities etc. These relate to academic matters, planning, students' scholarships and welfare, discipline, grievance redressal etc. They all help the Principal in management and in decision making. From financial to routine daily matters the actions remain transparent and time-bound. The college had a budget of Rs. 2,06,41,155 for the year 2002-2003 most of which was spent on disbursement of salaries of the staff. Unit cost of education is Rs 16340/- (Including salary) and Rs 3313/- (excluding salary). The college could receive donations to the extent of Rs 2,13,100/- during the last year. Despite fees having been marginally revised recently the revenues are not enough to support any substantial growth in its programs. There is a well prescribed audit system in place.

CRITERION – VII : HEALTHY PRACTICES

Being a Government College it functions as a set system. The teachers are working with a sense of involvement despite resource constraints that limit their academic and curricular activities in the college and outside. The ambience of friendship and cordiality among the students and the teaching staff and others contributes significantly to the teaching learning environment of the college. It is a team work with full understanding and harmony among different constituents such as the students, staff, teachers and parents. Limited campus facilities are fully utilized. The personal care and involvement of the



teachers enhances the cordiality and learning environment of the college in a big way particularly students' participation in curricular and socially relevant outreach extension activities sponsored by the college.

The college endeavors to inculcate positive values among the students in order to help them to achieve greater heights in all walks of life. The focus is on ethical and social values and their relevance in the contemporary social milieu. The college magazine is a reflection of its creative expression.

The college extends special help to its needy staff members in cases of urgent need through voluntary contribution and support.

SECTION 3

OVERALL ANALYSIS

As the college is making an all out effort to live up to its stated mission of making students socially responsible and morally sensitive human beings through honest effort and conduct, it has many more miles to cover so as to fulfill its mission in view of its obvious financial constraints and other infrastructural limitations. Despite this it has established its credibility and image as an institution of higher education on its way to imparting quality education to its students. Its enrolment, teaching of courses and combinations with a promising infrastructure and the results which have been above university pass percentages, bring the college among the good institutions of the state. It is doing its best in the stated set of circumstances.

On the basis of interactive sessions with the Principal, teachers, students, staff, parents and alumni, the Peer team likes to make some suggestions while commending the efforts of the college in maintaining cultural harmony and amity among all its stakeholders and making good contribution in its socially useful outreach activities and for its active support to its teachers in their creative activities.



Drop out rate at B.A I year level which is high on account of students shifting to professional/other courses in other institutions on their selection and on account of various other reasons calls for attention. In the science subjects recently introduced, the enrolment is very less at first year level. To make the courses viable a serious thought requires to be given.

In view of the ongoing resource crunch the college may explore the possibility of offering adjunct courses of immediate market relevance and build better levels of competence among its students. Special efforts may also be made to involve alumni, parents, the state government and industry to contribute to the college to enable it to initiate new programs relevant to emerging needs of the students. In order to provide vertical academic mobility to students of the college it may plan to introduce need-based postgraduate courses in Commerce, Science, Management and Computers Applications. For this the college may have a perspective plan.

In order to ensure greater interest, stability and continuity in academic learning and progression teachers' transfers may be minimized ; more so in mid-sessions. The Principal once appointed may be given an opportunity to work in the institution for at least three to five years.

Procedure for teachers' self-appraisal may be devised so as to lend greater credibility and transparency to the process of writing ACRs and in order to create a sense of accountability among the teachers.

Guidance in communication skills in English may be organized to instill confidence among students coming from rural background in their expression and response to social realities and their role in it.

Computer literacy may be attempted in a big way. E-mail facility may be extended to teachers and students in an effective manner. Photostat facilities may be provided to students and teachers as an additional support to their learning inputs.

The number of teaching days may be increased to 180 days as per UGC guidelines. The state government and the affiliating university may also intervene in the matter. The teachers may be urged to get involved in this exercise for achieving still better results.

The college may suggest to the affiliating university that the courses be reviewed and revised more frequently so as to respond to the requirements of the market and in view of the latest information packages for the students.

Students centre for which a sum of Rs 39 lakhs has been sanctioned may be expeditiously constructed so as to provide the desired facilities like indoor games and canteen facilities to the students. This will significantly reduce the rush of students in the corridors of the college and will provide students a place to utilize their time better. Even the proctorial system in force in the college to maintain discipline in the college will become more effective with this.

The library services may be augmented in a big way through computerization of acquisition, requisition, and issue procedures. More books may be procured for an update in each subject.

Exceptionally bright students may be identified and scholar cards can be issued to such students to enable them to draw more books than they can ordinarily get.

Linkages with the industry and other institutions may be developed. The college faculty members who have not attended seminars / conferences may also be given exposure of participation.



The formal feed back from students about teachers' performance and the usefulness of their courses may be used to inculcate greater sense of performance and accountability. Students' suggestions may be considered for improvement of the system.

To supplement face-to-face teaching more OHPs and multi media support and open house discussions be encouraged. Teaching may be made technology enabled with the help of modules of academic programs from IGNOU and other libraries on various subjects.

The college campus can be further improved by planting tree saplings in large numbers by the students.

The teachers may also be encouraged to pursue research leading to Ph.D under UGC's Faculty Development Programme under its X Plan.

Teachers may be encouraged to undertake minor research projects with UGC support or with support from other national or state funding bodies on local issues or on their specific subjects to sustain their interest in studies and to keep them abreast of the latest happenings.

The state government may be approached for enhanced allocations to sustain quality education. Science laboratories may be considered for up-gradation and augmentation of infrastructural support may be expeditiously considered. NCC and NSS units may also be considered for augmentation. All the concerned competent authorities may look into this matter.

Keeping in view the average level of the students who are admitted to the college, with their rural background, a concerted effort may be made to bring them to the academic mainstream through additional inputs.



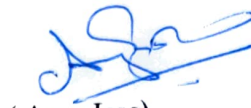
The Peer Team thanks the Principal, Co-ordinator, staff, students and parents for their generous cooperation and help in making arrangements which facilitated the entire work to be done in such a smooth manner and within the desired time frame. The team puts on record its deep sense of appreciation and gratitude for the support offered to it by all for the finalization of this report.

Signatures of the Peer Team

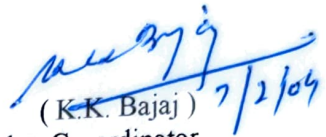


(Naresh Chandra)
Chairman

February 7, 2004

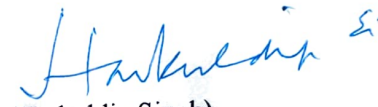


(Ancy Jose)
Member



(K.K. Bajaj)
Member Co-ordinator

I have gone through the report and I agree with it.



(Harkuldip Singh)
Principal

7th February, 2004