



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
BAIJNATH CHAUDHARY GOVT. COLLEGE FOR WOMEN NANGAL
CHAUDHARY
C-51937
NANGAL CHAUDHARY
Haryana
123023

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:	BAIJNATH CHAUDHARY GOVT. COLLEGE FOR WOMEN NANGAL CHAUDHARY NANGAL CHAUDHARY Haryana 123023	
2.Year of Establishment	2014	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	13	
Programmes/Course offered:	3	
Permanent Faculty Members:	12	
Permanent Support Staff:	5	
Students:	951	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Empowering rural young women through education. 2. Self development of the students through self employment. 3. Village extension service to nearby villages.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 23-10-2024 To : 24-10-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RAJENDRAN N	FormerVice Chancellor,ALAGAPPA UNIVERSITY
Member Co-ordinator:	DR. NITIN SONAJE	Registrar,SOLAPUR UNIVERSITY SOLAPUR
Member:	DR. VENKATA RAMANA MULPURI	Principal,SR Govt Arts Science College
NAAC Co - ordinator:	Dr. M.s. Shyamasundar	

Section II: Metric and Criterion 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 planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.3	Curriculum Enrichment
1.3.1 QIM	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>

Qualitative analysis of Criterion 1

Baijnath Choudhary Government College for Women, Nangal Chaudhary is rural college catering to the needs of rural female students. The College is affiliated to Indira Gandhi University, Meerpur and it follows the curriculum prescribed by the affiliating University for legitimizing its academic process. The institution implements effective curriculum through a well planned and documented process. The time table committee frame detailed time table as per university norms. Academic Calendar is provided by University. Following these, lesson plans are prepared and uploaded on website.

College offers holistic development of students through its curriculum. Keeping in view this expectation, affiliating University has integrated cross-cutting issues such as environmental awareness, gender equality and sensitization, human values and professional ethics. There are certain value based units included in the courses of Arts and Humanities, Commerce and environmental sciences. Thus the college integrates gender sensitization, human values, environment sensitivity into curriculum delivery through various programmes.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)

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 and teachers use ICT-enabled tools including online resources for effective teaching and learning process
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words

Qualitative analysis of Criterion 2

The college classroom teaching involves student centric activities and learning. As part of experiential learning the college implements case studies, field visits, role play, exhibitions market survey, budget analysis,

rare document collections and exhibitions. Under participative learning students actively participate in activities to develop soft and communication skills. College conducts various participative activities like, class seminars, group discussions, exhibitions, poster presentations, quiz, and study tours.

The college internal assessment committee in-charge monitors the internal evaluation of students throughout the academic year. The entire procedure of internal assessment is communicated to the students, openly and transparently. Grievances arising out of internal evaluation as well as external evaluation are solved through process laid down by the university. There is a separate provision for redressal of grievances related to university examinations.

Learners receive information on the course outline, learning outcomes, and credit values during the orientation programme at the beginning of the academic year. The University has prepared objectives and learning outcomes for all the programs and uploaded on the University website.

The POs and COs are evaluated on the basis of internal assessment and end-semester examination, placement of the students and overall development of the students.

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

3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident
3.4	Extension Activities
3.4.1 QIM	Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies

Qualitative analysis of Criterion 3

Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge.

The College has established network with the community through various extension activities. The College NSS worked in collaboration with village panchayat. NSS unit has spread awareness among the villagers about health and hygiene, yoga exercise, organized camps and rallies addressing social issues related to cleanliness, tree plantation, water conservation, Shramdan, Beti Bacho Beti Padhao, environmental awareness, women empowerment, National Integrity and female feticide. NSS Volunteers created awareness through nukkadnatak and through rallies on various issues are organized from time to time in nearby community.

The faculty were given appreciation certificates for organising Mukhyamantri Antoday Parivar *Utthanyojna*.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>

Qualitative analysis of Criterion 4

The college has 11 classrooms and 2 seminar halls for the academic activities. The college has well-maintained laboratories for disciplines to cater to the needs of performing laboratory works. The college has adequate computer laboratories with fibre internet connectivity. The college uses Biometric Attendance System for its employees. An air-conditioned auditorium with a seating capacity of 500 capacity is in existence. College has sufficient outdoor and indoor sports facilities, gymnasium and separate yoga room facility.

Library is automated using Integrated Library Management System (ILMS). There are about 6300 volumes with separate section for competitive examination references. There is air-conditioned reading room catering for students and teachers. The College has a beneficiary of the National Library and Information Services Infrastructure project.

The college library has internet connections with wi-fi facility. The college IT up-gradation is undertaken with the assistance of government.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

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 college has been holding periodic alumni meetings. The college has to initiate the process of registration of the alumni association.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The College is run by Government and has to follow the rules, regulations and policies of the Government. At college level, participative management is seen in academic and non-academic activities. The institute has established various committees and sub-committees, with representation from faculty and students ensure a democratic decision-making process. Administrative set up is well organized with the set procedures. Duties and responsibilities of various authorities are defined by the Government. The college has adopted NEP 2020 from the academic year 2024-2025.

The college has institutional development plan and implemented the same. Future tasks are being pursued by the college.

The performance-based appraisal system for faculty in the Govt. Colleges introduced by Haryana has been followed. It includes a yearly record of their academic endeavours, research publications, and other institutional activities for performance review. The Principal review the appraisal reports of all faculties. HoDs do evaluate the performance of the laboratory staff using confidential self-evaluation forms. Administrative set up is organized with the set procedure of the recruitment, service rules, and other conditions of the government. All existing State Government welfare schemes are adopted by the college. Beneficiaries of promotional policies for faculty and non-teaching staff are seen.

The College is being the Government organization, the major source of fund is through the various grants including salary grant given by the state government. The College has a nominated Financial Officer 'Bursar' who checks and substantiates all the vouchers of the transaction with reference to the approved budget and availability of college funds. Higher Education Department of the state of Haryana, audits all the financial

records. Government rules and regulation of purchase procedure has been followed. Periodically, the Accountant General of Haryana's audit team examines the state government's financial records.

The IQAC collects feedback through online mechanism and the analysis of the effectiveness of teaching learning has been made. The IQAC, reviews teaching learning and learning outcomes at periodic intervals. Few of the measures initiated by the IQAC are use of PPT, audio-film material, and seminar presentations.

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	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 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

The college empowers rural female learners by providing quality and inclusive education. The college has established Women Cell to ensure gender equality. Counselling sessions are organized for the students regarding gender equality. Women Cell is involved in organising lectures, poster presentation and street plays on prevention of female feticide. The students were given representation in the academic committees of the college. Women's Cell is actively organizing different programmes related to women's health, women's rights and career opportunities. Safety of the girl students are ensured by protection mechanisms such as CCTV installation, Anti-sexual Harassment Committee and Anti-ragging committee. There is a girls' common room for exercising privacy and there is Sanitary napkin vending machines and incinerators.

The college has established a tradition to maintain democratic values in the society. Since its inception the college has contributed substantially in the development of values. The students are sensitized about constitutional obligations, the rights and duties by the teachers from time to time. The university curriculum has made degree students appreciate the values of Democracy, Elections and Good Governance and the salient features of the Indian Constitution. Birth anniversaries of national heroes are celebrated. Independence Day, Republic Day and Constitution Days and voters' Day are celebrated. The college celebrates national festivals such as Van Mahotsav, United Day celebration, Sanvidhan Divas, Rashtriyaekadiwas. Through these events the college inculcates necessary values among the students.

College is situated in rural area where there is lack of exposure to outside world. In order to remove the inhibition of the girl students co-curricular activities are organised on social issues, creating awareness about

national and international organizations, literacy in Hindi and English, health related issues and their solutions, laws related to the safety of girls student, and crime against women and laws related to this. The students' inherent talents are brought out through dance, singing, painting, literary skill, artistic skill to achieve a well-developed personality.

Ecologically sustainable environment awareness is inculcated through pollution free campus, importance of Water conservation, maintaining the ecological balance through biodiversity and ecosystem protection. The students are sensitised about environmental protection and importance of green campus. College has planted large number of plants for the sustainable development of animals and human beings. College has lush green environment.

Baijnath Choudhary Government College for Women, Nangal was established in 2014 with an objective of empowering the rural women of this region through education. The efforts of the college yielded appreciable results when they became young entrepreneurs through tailoring and attaining self-sufficiency. With this view Singer Company has an agreement to provide three-month diploma to student. Due to effort Shashikala's teaching centre was established in the college. Students have been benefitting under this program. The program certificates were given to all the successful students during annual day function of college. All the sewing machines are donated by, Mahavir society and Baijnath Choudhary Charitable trust. Thus, it is understood, this measure empowers students; improve their tailoring skills and provides self-employability to the students. The efforts are in tune with the college Vision and Mission.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

1. The institute has good support of management for imparting education to the rural students.
2. The physical infrastructure is good to the tune of the student's strength.
3. Maintaining the academic calendar properly and declared the examination results in time by the University.
4. The library facilities are quite satisfactory.
5. The College has maintained Green and Clean campus from the environmental point of view.

Weaknesses:

1. The student – teacher ratio to be improved.
2. Innovation and creativity to be institutionalized.
3. The college is not recognized under 12 (b) by the UGC.
4. Faculty participation in Seminars and Conferences and quality publications are less
5. The college has no hostel facilities.

Opportunities:

1. Enhancement of quality education among socially, economically and educationally weaker sections.
2. The college has scope for multi-faculty programmes under NEP.
3. The college has scope to obtain recognition under 12 (b) by the UGC.
4. Explore the possible ways and means of the alumni for enhance the academic activities.

5. Scope for employability and entrepreneurship through MoUs and consultancy.

Challenges:

1. Change in curriculum to assure the skill, employability and entrepreneurship.
2. Attaining the POs, PSOs and COs through the designed curriculum.
3. To maintain the student-teacher ratio in the teaching - learning process.
4. Encourage the placement opportunities to the students
5. Introducing P.G. Programmes in the college.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- The college to obtain 12 (b) status of the UGC.
- IQAC needs to strengthen quality enhancement measures of teaching-learning and research.
- Online learning platform through MOOCS, Swayam to be established.
- Language laboratory has to be established for improving soft skills and communication.
- The Alumni Association needs to be registered.
- Canteen and medical facilities to be provided.
- Efforts to introduce P.G. Programmes in the college.

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. RAJENDRAN N	Chairperson	
2	DR. NITIN SONAJE	Member Co-ordinator	
3	DR. VENKATA RAMANA MULPURI	Member	
4	Dr. M.s. Shyamasundar	NAAC Co - ordinator	

Place

Date