



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

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON **INSTITUTIONAL ACCREDITATION OF** **GOVERNMENT ARTS AND COMMERCE COLLEGE, KACHHAL**

Mahuva Surat
Gujarat
394240

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:	GOVERNMENT ARTS AND COMMERCE COLLEGE, KACHHAL Mahuva Surat Gujarat 394240	
2.Year of Establishment	2000	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	8	
Programmes/Course offered:	2	
Permanent Faculty Members:	6	
Permanent Support Staff:	6	
Students:	367	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Government College affiliated with Veer Narmad South Gujarat University, Surat. 2. Catering to the needs of rural and Tribal area students and more than 75% students are from ST and SC categories 3. Co-education College with about 80% girl students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 28-09-2018 To : 29-09-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MOHD AKBAR ALI KHAN KHAN	FormerVice Chancellor,Osmania University
Member Co-ordinator:	DR. R N SINGH	Principal,Govt Digvijay PG Auto College Kilapara Rajnandgaon CG
Member:	DR. PROF FRANCIS A P	
NAAC Co - ordinator:	MR. B.S. PONMUDIRAJ	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	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

Government Art And Commerce College Kanchhal was established in the year 2001. The College is affiliated to Veer Narmada South Gujarat University. More than 80 percent students are female. The college is running only 2 UG programmes for B.A. and B.Com (Commerce). The Curriculum at UG level is designed and developed by the parent University. There is no academic flexibility in the curriculum of the college. College follows academic calendar of the University. The institution is implemented the CBCS curricula and observes the completion of course from time to time. The Circulars, letters and emails received from the affiliating University regarding the changes or modifications in the curriculum are communicated to all the faculty members by the Principal. College has conducted one certificate course for one month in computer literacy in the year 2016-2017. College has not introduced any Add-On-Course & professional courses. The College though introduced 'Communicative English' certificate course through an NGO, it was discontinued after one year for various reasons. The teachers of the college recently initiated to impart necessary value based education to the students to inculcate moral values among them. The heads of departments distribute the syllabus among the faculty members of their departments. The College constituted a committee and the time table is prepared by the committee and circulated to all the teachers. The College staff need to prepare teaching / academic plan and maintain teacher wise Academic diary recording all academic activities. Feedback system is introduced and analysed. It needs a proper mechanism for effective implementation.

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, 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 Admission is done through the process of first come first serve. From this year onwards the admissions are on online basis. Since the College is located in the rural & tribal belt, more than 80% students intake is of ST/SC who are from socially and economically backward background. There is critical gap between sanctioned capacity and admitted students. The number of students enrolled in the College are 40% less than the sanctioned capacity. The admissions are done as per rules laid down by the university and state Government. The list is strictly followed and reservation quota is taken care as per rules. The college has Admitted Maximum students from Rural and Tribal backgrounds. The college organizes orientation/induction programmes for freshers in the beginning of the year. The college organised quiz competition, Poetry recitation, expert lecture, motivation classes, Career counselling and special guidance for various competition for slow Learners, Special care need to be taken by the college. The college follows predominantly the traditional method of teaching supplemented with ICT based lectures (like Power Point presentation using LCD and CDs). Though Knowledge Consortium of Gujarat, Govt. of Gujarat, has provided BISAG connectivity to telecast lectures from SANDHAN, due to various technical reasons it is inoperative. Yoga classes are regularly conducted on all Saturdays for students to keep them mentally and physically fit and to teach them Stress Management. The faculty of the college need to acquaint themselves and adopt new and innovative methods and approaches of teaching.

There are total 19 Teachers (6 Permanent, 4 Temporary on contract basis and 9 are guest faculties). Among them there are 6 with Ph.D, 5 with M.Phil., 3 with NET / SLET and the rest are having only P.G. degree. Permanent teacher recruitment process is as per the Government norms; temporary / contract basis teachers are selected and posted to the College by the Department of Higher Education, Govt.of Gujarat. The part-time teachers are selected by the college on merit basis. Thus, only 33% teachers are on permanent basis and the rest 67% are temporary/guest faculty/visiting basis. Therefore, the college does not have the required competent and qualified teachers to handle the courses as per the required workload. Evaluation process framed by the affiliating university is followed by the college. Continuous Internal Evaluation (CIE) is followed. The ratio of University exam and CIE is 80 : 20 marks. Out of 20 CIE marks, 10 marks are earmarked for Internal test and assignments, 5 marks for class attendance and 5 marks for library attendance. It is observed that there is no proper justification for award of marks on Library attendance (Book issue basis) and class attendance. It is not clear if the programme specific outcome and courses outcome are displayed on website or how they are communicated to the students. Detailed analysis should be made continually to improve the teaching Learning process. With regard to result analysis of the outgoing students, during the year 2017-18, in final Sem.6 of B.A. the passed out percentage is 86 whereas in B.Com. the results show a sharp decline to the extent of 41.67% (out of 24 appeared, only 10 were passed). The total average semester wise result in BA stream is 78% whereas in B.Com it is 41.79%. Further, when we peruse the statistical data of the results of both the streams, it is found that the results are very fluctuating and disappointing in the case of B.Com. This is mainly due to frequent transfers of the permanent staff, shortage of teaching faculty and incompetence of the teaching faculty. In the interaction, it is found that during the last 5 years.

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 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

Few teachers of the College have publications in the notified research Journals on UGC website. The College staff has published 23 papers in the two regional Journals namely “Ayudh” and “Surabhi”, 8 Books in the regional publications. One permanent faculty member of Statistics subject in Commerce discipline has been inducted in to the invited talks in Statistical analysis topics on behalf of the ‘Knowledge Consortium of Gujarat, Govt. of Gujarat. The college teachers are not recognised as research guide of the University. As the College is not recognised under the 12(B) of UGC Act, no minor or major project is going on. In the last five years no seminars/conferences and workshop organised. The College being in the rural place, collaboration and Consultancy Services were not provided. Structured Mechanism of Consultancy should be developed. The college should have formal research environment which will help the students to develop the innovative/creative ideas and entrepreneurship. Non Ph.D teachers should be encouraged and facilitated to enrol for Ph.D. program. Major Extension activities are done through NSS, YRC. Extension activities for social awareness about social evils and moral values are carried out by staff and students. MOUs should be signed and further acted upon by the college for faculty exchange, internship, field trip, industry visits, etc.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate 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 13 classrooms shared with the College of Education, a Computer Lab, a seminar hall, a spacious Library, 5 Interactive Boards with LCD projectors, Cultural and Yoga Doms, Internet and wi-fi facility available in few places. The college has installed RO system of drinking water, Solar Energy system of 25 KWs. The college Library need to implement automation. A software Soul 2.0 is available for Integrated Financial Management System (IFMS) for the College Accounts and administration purposes. Average number of walk in per day in the library is very low at 4-6 candidates. Out of total 22 computers 05 have been connected with Internet, 3 Routers and 5 MBPS Lease Line is available. Equipment including computer maintenance is lacking. The college has not spent sufficient amount for purchase of books and Journals for Library. The college has to allocate sufficient budget for the maintenance of infrastructure. No hostel facility and Bus facility is provided for students.

There is no provision for auditorium/ Public meeting hall and Canteen.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	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

Out of the total, 86 percent Students are benefitted through scholarships provided by the State Government. The college organises Yoga classes through NSS and personal counselling is given to individual students by the teachers. No Vocational course and Training programme are provided by the college. Around 10 to 15 percent of graduates have taken admission in B.Ed. course and are placed in teaching department/Police department and also a few in other state government services. 3 to 5 percent of students are seeking admission in P.G Programs of nearby colleges. The college has 5 Various academic and administrative committees for proper monitoring of activities. Student council is actively participating in college activities and competitions. The Alumni Association need to be activated. The students contribute in different committees of college like, Grievances Redressal Cell, SC/ST Cell, Internal Complaint Committee, Saptadhara (7 Bands/streams of overall personality development), Sankrutik Committee etc. As the concept of Saptadhara is very attractive it needs to be properly implemented for the benefit of the students. Since, the permission for conducting Union elections is to be granted by the University, for the past 2 years there are no Union elections conducted. The drop-out rate is about 40% which is quite alarming. No career counselling and coaching classes are being organised for the students appearing for competitive examinations. No vocational courses are being run. Placement of students is meagre. The Alumni Association is not registered. Alumni should have active participation in the college development.

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 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 (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The college has displayed its Vision and Mission. The Institution decentralizes management of activities through different committees. There is no particular body which is localized. All administrative steps are taken by education department of Gujarat. E-governance is at the initial stage. The regular faculty members are encouraged to attend refresher courses, seminars and conferences. Non teaching staff are lacking training in modern accounting and office management. Not even one Seminar has been conducted by the College. The College gets grants from the State Government and RUSA. The college has set up Internal quality Assurance Cell (IQAC). IQAC needs to be strengthened. No policy is in place for the periodic review of administrative and academic activities. The college has Anti-ragging Committee, Anti-sexual harassment committee and Grievances Redressal Committee to resolve students' problems.

As it is a Government College all strategic plans for development are undertaken by the initiative of the Commissionerate / Directorate of Higher Education, Govt. of Gujarat.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • 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	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> 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 Anti-Sexual harassment and Anti-ragging committees for the safety and security of the students including girl students. The college reported that they have conducted self-defence training for girls. All faculty members provide counselling to students and there is a common room for girls. There should be provision for a Common room for boys as well. Proper solid and liquid waste management system has to be implemented by the institution.

The e-waste are stored in the computer room itself and proper and regular e-waste management has to be implemented as per the guidelines of the approved authorities. There is no rain water harvesting structure at the campus. The solar panels are installed with the capacity of 25 kilo watt to harvest solar energy. The college is surrounded by lush green trees and plants to maintain its eco-system. Though limited, free public transport/bus availability is available to the girl students by the State Road transport.

Dust bins are placed throughout the campus to promote plastic free campus. There is no provision for the services to differently abled students. The college organises national festivals and birth/death anniversaries of great Indian personalities. To maintain transparency in the financial functions the internal audit by the State Audit department of the Govt. of Gujarat is done for the year 2014-15. The office financial and other records are maintained as per the government rules. But, there is shortage of senior non-teaching/support staff. The college distinctiveness is in its contribution towards the development of the weaker and economically challenged tribal and backward class of the society. The two best practices of the College are : 1. Sapdhara (7 Bands of overall Personality development) 2. Renewable Solar Energy project

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

Strength

Strength

- 1) About 85% students of the College get Scholarships from the State Government.
- 2) ICT initiatives are promising
- 3)The college has green campus
- 4) Adequate land and building.
- 5) From the inception of the College no Students' agitation or strike
(Peaceful and conducive academic environment)
- 6) Providing education to poor, unprivileged and students coming from first generations for education
- 7) RUSA funding for Infrastructure and equipment.

Weakness

1. Lack of sufficient permanent / Contract temporary teaching staff
2. Inadequate use of ICT for teaching and learning process.
3. Lack of English Communication skills among the staff and students
4. The college lacks formal linkage with centres and organizations
5. Shortage of class rooms and Sports Grounds
6. Not having regular Principal all through the years is seriously affecting on the regularity and Punctuality of students and staff in the college.
7. Lack of Physical Education / Sports trainer and Librarian
8. College is not recognised under Section 12(B) of UGC Act
9. Lack of computer literacy among the students

Opportunities

- 1) The college is located in a tribal and Sylvan belt where Dairy farming, fisheries and forestry courses can be introduced
- 2) It has the opportunities for introduction of more industry oriented technical programmes/courses.
- 3) Vocational training courses / Skill development programs

- 4) To avail financial assistance from Tribal Development & research, Govt. of India.
- 5) To avail financial assistance from Corporate sector of Surat under CSR.
- 6) It has also the opportunities for extra rural funding research and infrastructural developmental schemes.
- 7) It has ample possibilities to undertake innovative and incubation centres for entrepreneurship and developmental programmes.
- 8) The college has to strengthen IQAC and make it more proactive.
- 9) To introduce UG Science (B.Sc.) and P.G Courses

Challenges

- 1) The students have poor socio-economic background coming from first generation families.
- 2) Adequate bus / road transport facility
- 3) Use of ICT for teaching and learning
- 4) To improve English communication skills
- 5) Low student intake and the alarming high drop-out rate
- 6) Quality of research output

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)

- To get recognition of 2(f) and 12(B) of UGC
- Introduction of UG Science (B.Sc.) and P.G Courses
- Appointment of regular teaching faculty in subjects where there is shortage is needed
- Regular Principal should be appointed to pay attention on regularity and punctuality of Students and staff.
- Measures to develop English Communication skills, computer literacy among all the students and increased use of ICT in teaching learning and evaluation process.
- Add-on and Certificate courses should be introduced.
- Industry-Collaboration /CSR based development of College infrastructure and teaching resources.
- Establishment of Language Laboratory, Commerce Lab for practical training to the students.
- Sports, games and gym (outdoor as well as in door) facility should be provided with trainers/physical instructors.
- NCC Unit should be established due to majority students showing interest in police/armed forces
- Bus facility for students and Students Hostel facility need to be provided
- Faculty development program/ faculty training should be provided to all teachers in their subjects
- Counselling cum Placement cell should be established for career development of students
- For quality maintenance, sustenance and enhancement, functional IQAC should be constituted as per NAAC guidelines.

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. MOHD AKBAR ALI KHAN KHAN	Chairperson	
2	DR. R N SINGH	Member Co-ordinator	
3	DR. PROF FRANCIS A P	Member	
4	MR. B.S. PONMUDIRAJ	NAAC Co - ordinator	

Place

Date

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