



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

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
GOVERNMENT COLLEGE ROPAR  
C-22113**

**ROPAR  
Punjab  
140001**

**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 COLLEGE ROPAR ROPAR Punjab 140001	
2.Year of Establishment	1945	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	21	
Programmes/Course offered:	9	
Permanent Faculty Members:	59	
Permanent Support Staff:	31	
Students:	2526	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Co-educational Government Institution catering largely to first generation learners 2. Sprawling Green Campus with good Sports Facilities 3. Registered Alumni Association supporting the institution in different means.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 16-08-2024 To : 17-08-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. SUHAS PEDNEKAR	FormerVice Chancellor,UNIVERSITY OF MUMBAI
Member Co-ordinator:	DR. SUBBURAJ SRINIVASA RAGAVAN	Professor,BHARATHIDASAN UNIVERSITY
Member:	DR. CHAYTANYA BORA	Principal,TINSUKIA COMMERCE COLLEGE
NAAC Co - ordinator:	Dr. Vinita Sahu	

## 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	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Established in 1945, Government College Ropar is one of the prominent institutions in Ropar, Punjab. Government College Ropar is affiliated to Punjabi University, Patiala, Punjab. The college offers thirteen UG Programmes, four PG Programmes and one PG Diploma Programme. Programme and Course Curriculum of all the UG and PG programmes including Post Graduate Diploma are designed and developed by Punjabi University. All the curricula of UG and PG programmes are based on semester system. The college has started implementing NEP 2020 from the current academic year 2024-25.

Government College Ropar ensures effective curriculum delivery across all programmes through planned manner. IQAC of Government college Ropar prepares academic calendar based on academic calendar of affiliating university. Accordingly, the college timetable Committee prepares a timetable based on UGC Regulations teaching hours for the effective implementation of the academic calendar and ensures delivery of the curriculum. Further, Head of the Departments allocate classes to the faculty members based on the specialisation. The college library plays supportive role in resource sharing for making the curriculum delivery process more effective. The college integrates ICT with classroom teaching.

IQAC of the college under the leadership of the Principal conducts orientation programme for first year students at the beginning of the academic session. In the said programme, students are acquainted with programme outcomes, course outcomes, timetable, course curriculum, evaluation process, etc.

The college organises faculty development programmes regularly to enhance curriculum planning and implementation. Some of the faculty members of the college have actively participated in different Board of Studies of Punjabi University which make curriculum delivery process more effective. The college adopts both summative and formative methods of continuous internal evaluation system towards ensuing structured assessment process.

All the departments of Government College Ropar integrate effectively the crosscutting issues such as professional ethics, gender, human values, environment and sustainability in curriculum as per the Regulations of the Affiliating University. Furthermore, it is witnessed that the college in association with NSS, NCC, Red Ribbon Club and different committees of IQAC organizes various programs to sensitize the students regarding gender, environment and sustainability and other human values. Moreover, the college introduces value-added

courses. All the departments define the programme outcomes (POs) and course outcomes (COs) based on curriculum provided by affiliating university and communicate to the stakeholders and POs and COs are also uploaded on the institution's website. The departments maintain authentic documents on semester plans, students' attendance, marks awarded in internal examinations. Adequately maintained laboratories in the departments of Physics, Chemistry, Computer Science, Home Science, Geography, Botany, Music (Vocal) and Music (instrumental) are used for practical classes as per the prescribed syllabi of these departments.

Feedback on curriculum delivery system is regularly collected from the stakeholders and analysed for further improvement.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>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</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></b>
2.6.2 QIM	<b><i>Attainment of POs and COs are evaluated.</i></b>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The admission policy of Government College Ropar is transparent based on the policy guidelines of Punjabi University, Patiala and the policy of Department of Higher Education, Government of Punjab.

Government College Ropar has developed comprehensive policy to nurture slow learners and advanced learners separately. The slow learners are dealt with on a one-to-one basis. Special classes, tutorials classes, remedial classes are organized for slow learners.

Student-centric learning pedagogy specifically field trips, excursions, internships, project-based learning, industrial tour, etc. find a place in the teaching-learning process of the college. To make field-based learning more effective, the college needs to have more agreements with industries, companies and NGOs. At most all the departments focused on employing ICT enable tools, Moodle Platform and online resources to make teaching learning process more effective. The college adopts interactive assessment presentation, encourages to participate in university level academic and non- academic activities, etc for holistic development of the students.

The college has effectively implemented a transparent and robust continuous internal evaluation (CIE) system to evaluate and assess the students regularly. The entire assessment system is based on the academic

guidelines of the affiliating university. Continuous Internal Assessment consists of internal examinations, assignment, seminars, projects, etc. in every semester. The examination cell is responsible for the conduct of both internal and end semester examination.

Programme Outcomes, Programme Specific Outcomes and Course Outcomes of various programmes and Courses are defined and communicated by the institute and displayed in the website of the institute. Government College Ropar has evaluated the attainment of POs, COs, and PSOs as per the guidelines of Affiliating University. IQAC of the college regularly assesses the entire process of achievement of POs, COs and PSOs.

Students have to appear for examination at the end of each semester. Question papers of previous examinations are made available in every department. Answer-sheets of internal examinations are shown to the students. Grievances related to the evaluation is well addressed through established process.

The college adheres to the academic calendar uploaded on the college website. The time table accommodates courses of study as well as value added courses and extra-curricular activities.

Almost all the faculty members of the college use both chalk and talk method and ICT based teaching-learning process. During the pandemic period, faculty members used online platforms such as ZOOM, Google Meet, etc tools for the teaching-learning process.

Faculty members need to be encouraged to participate in conferences, seminars, workshops, etc. Many of the sanctioned faculty positions are yet to be filled in by the state government.

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	<b>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</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>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.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

**Qualitative analysis of Criterion 3**  
Government College Ropar needs to put greater emphasis on creating an ecosystem for research and innovations and Indian Knowledge System. An IPR cell is in place and conducts some awareness programmes on IPR, setting up incubation centre etc. in the college.

The academic resources need to be upgraded and added in every classroom and laboratory. The laboratories

need to be equipped with sophisticated equipment for regular experiment and for helping research and for making the students industry ready.

The college needs to have a research policy in place with provision of ethical standards required, seed money for research projects and academic leave for completion of Ph.D. The college needs to expand and strengthen the academia-industry partnership which results in transfer of knowledge and technology. Two faculty members of Computer Science department have been awarded patents. College has established Institution Innovation Cell as per the guidelines of Ministry of Education, Government of India to generate and transform the innovative ideas.

A few faculty members have publications in UGC CARE-listed and peer reviewed journals during the reporting period. The faculty members need to be motivated to publish more.

Government College Ropar has one unit of National Cadet Corps (NCC) under 23 PB battalion. NCC has 160 cadets of both girls and boys. Every year cadets participate in RDC and other National Camps. The college has 500 volunteers in the National Service Scheme (NSS) which regularly organises various outreach programs for awareness and development of the local community. The NSS of the college adopted five villages in the vicinity of Ropar. In addition, Red Ribbon Club organised blood donation camps, seminars, health awareness programmes related with drugs, aids, etc.

All the departments of the college are committed to organise different outreach programmes for the community development. Government College Ropar in association with Nehru Yuva Kendra is committed for community development by organizing different outreach programmes.

The college is the recipient of a few awards for the extension and outreach programmes of NSS, NCC and Red Ribbon Clubs.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>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.)</b></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><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></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>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

Government College Ropar is located on heart of Ropar town. The college has 27 number of classrooms with good ventilation and audiovisual aids in six blocks to accommodate over 2500 students. Out of these 10 classrooms have equipped with smart board. The college has 20 laboratories connected with local area network (LAN). Some classrooms need to be well-furnished. Physics, Chemistry, Zoology and computer science laboratories are well- equipped for effective learning. Moreover, an English Language Laboratory with essential software is in place for development of English proficiency of the students. Two museums and one botanical garden of Zoology and Botany respectively support the students in practical learning in respective fields. The college has four computer laboratories with required open-source software which serve the computing purposes. Students from Arts and Commerce programmes need to be offered training in computer usage. All the class rooms need to be converted into smart class rooms so that teachers and students engage in a dynamic learning environment and they will have access to contemporary resources and learning strategies.

The college also has well-furnished airconditioned conference hall, a versatile multi-purpose hall and a open air theatre. Furthermore, the college has one examination room, two seminar rooms, and girls' common room with basic facilities.

Government College Ropar has a Boys' hostel with required accommodation facilities and 12-acre sports complex with two Hand Ball Courts, two Volley Ball Courts, one Hockey Court, Cricket ground, one Kho-Kho field, one Football Ground, and a 400-meter track for athletics. In addition to this, it has good sports infrastructure with indoor sports facilities. A well-furnished gymnasium including one open gym serves the purpose of maintaining fitness of the students. The college organizes annual sports and cultural events.

The college library with reading room of 120 seating and open stacks is centrally located and optimally used both by students and faculty members. The library is equipped with KOHA - ILMS library software. It has an open public access system. The classification is done through DDC (Dewey Decimal Classification) and Open Stack Access System. The college Library has 52,554 books, 23 journals & periodicals, 10 daily newspapers. It provides sufficient e-resources both for teachers and students. It gives access to online databases through N-List. The library has 10 computers for access to online resources through N-List which are mostly used by teachers and students.

Government College Ropar has four computer laboratories with updated open access software. 200 MBPS optical fibre internet connectivity is available, and all the computers are connected through LAN and Wi-Fi. This bandwidth is sufficient to give Wi-Fi access to faculty members and students. College Authority has constituted a committee to maintain all the academic infrastructure, sports and computing infrastructure. College has required infrastructure for Divyangjan.

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
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

Qualitative analysis of Criterion 5	
<p>The college needs to constitute a students' council every year. Committees/Cells such as IQAC, Anti Ragging Cell, Sports Committee, Discipline Committee, Library Committee, Anti Sexual Harassment Cell, Placement Cell exist but some more statutory committees as per UGC guidelines need to be constituted. The college is organises coaching classes for competitive exams like CPT/CAT/MAT/PPSC/UPSC, etc for the benefits of students. The College has grievance redressal system and the link is provided on the website.</p> <p>The college provides career guidance through the Placement Cell to empower students to avail employment prospects and also conducts annual training cum placement fair.</p> <p>Government College Ropar has an active Registered Alumni Association namely Old Student Association. (OSA) significantly contributes for development of the college. OSA organises speaker series lecture to share the success stories of the alumni with the current students. OSA is actively engaged in community outreach programmes and contributes for society upliftment. The college encourages the students to take part in national and international sports and cultural events</p>	

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	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

Qualitative analysis of Criterion 6	
<p>Government college Ropar is run by the state Govt. of Punjab. The organisational structure and governing council exist as per the government norms and guidelines. The college activities are in tune with the vision and mission statement. The college has developed reasonably good infrastructure. Government College Ropar has implemented NEP 2020 in all the programmes as per guidelines of Affiliating University from this</p>	



academic session i.e. 2024-25. The management is working for sustainable institutional growth. Furthermore, decentralisation and participation are visible in all the institutional governance activities.

A well-designed performance appraisal system is implemented in the college at all levels. The College needs to develop a long-term perspective plan for effective functioning and for further growth of different institutional bodies.

The Governing Body is the main policy-making body of the college. The Governing Body has given the liberty to the principal to make decisions on day-to-day affairs and academic matters. A adequately established IQAC takes initiatives to introduce new courses, to institutionalise teaching learning process and organise academic events for faculty and students' development.

The college needs to strengthen the faculty empowerment policy. The college which has various committees with the participation of faculty members, non-teaching staff ensures effective participative management.

Various welfare measures are provided to all the employees of the college. These include contributory provident funds, Group Insurance, etc.

The college ensures both internal and external audits for effective financial management. Initially, an internal audit is done by the Management of the college. There has not been any audit objection till date.

IQAC ensures continuous quality enhancement through regular assessments and feedback mechanisms.

Challenges in integrating advanced technology into education require faculty and student training to ensure effective use.

The main source of revenue for the college is students' fees, Government Grants, RUSA, etc.

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	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>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)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

### Qualitative analysis of Criterion 7

It is evident that Government College Ropar regularly conducts gender audit and committed to create gender friendly working and academic environment within and outside the college campus. The Institution promotes gender equity through various initiatives and programs conducted every year. The Women Development Cell, Anti-Sexual Harassment Cell and other Committees conduct various activities on gender related issues, The Girl's Common Room has been provided to the girl students with required amenities. The College has introduced effective mentoring system. The college undertakes various activities to inculcate tolerance and harmony towards socio-economic, cultural, regional, linguistic, and communal diversities. Entire college campus is monitored through CCTV and also is engaged by security personnel.

“Each One Supports One” is one of the prominent initiatives of faculty members for financial support to the needy students. Moreover, faculty members also extend financial support to the students to procure costly books related with the courses.

Government College Ropar is actively involved in initiating the activities and programmes for creating inclusive environment such as cultural, regional and linguistic harmony. The college regularly sensitises students through its different cells and committees.

The College regularly celebrates Independence Day, Republic Day, Teachers Day, Gandhi Jayanti, National Youth Day, International Yoga Day, etc. The college also observes national and international commemorative days, events, and festivals in a befitting manner.

The first best practice the college has reported is: - “Nurturing Innovative Ventures through Srijana” under which the college cultivates entrepreneurship and self-employability opportunities for the students. It is evident that this best practice supports students for culminate their inbuilt capabilities for start-up initiatives.

The second-best practice is the ‘Imandari ka Dukan’. This is related with placing open books at strategic location inside the college campus which encourages students to donate books to the needy once. This best practice develops the sense of community and sharing habits among students and also promotes students’ reading habits.

Government College Ropar supports government organisations in different means by sharing available infrastructure and capable workforce according to the needs. Furthermore, it is evident that local community are allowed to utilise sports facilities of the college.

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

#### Overall Analysis

#### Strength:

- Committed teachers.
- Large and well-maintained campus.
- Good student-support system.
- Good infrastructure.

**Weaknesses:**

- Limited academic programmes.
- Lack of research.
- Low percentage of permanent staff.
- Lack of sufficient funding

**Opportunities:**

- To introduce many degree programmes at UG & PG levels in emerging areas.
- To increase collaborative activities with industries and academia.
- Promoting research culture.
- Future expansion due to the availability of sufficient land.
- Recruitment of teachers on permanent basis.

**Challenges:**

- Retention of temporary qualified faculty.
- Resource generation.
- To increase student enrollment.
- To provide quality Education to all in affordable cost

#### **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)

- More job oriented UG and PG programmes in emerging areas be introduced.
- Research culture be inculcated amongst teachers by providing seed money and applying for research grants
- More value-added courses and skill-based courses relevant to present day context be added.
- Use of ICT be enhanced with more sophistication
- More training be given to students to prepare them for competitive examinations like PPSC, UPSC, Banking Service Examination, etc.
- Library facilitation be enhanced with more addition of books, technology and more seating arrangement for students.
- The placement cell be further strengthened.
- The transport facilities to the students coming from remote areas be improved further.
- All classrooms and laboratories be well equipped with enhanced ICT and latest instruments.
- More collaboration be explored with academia and industries.

**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. SUHAS PEDNEKAR	Chairperson	
2	DR. SUBBURAJ SRINIVASA RAGAVAN	Member Co-ordinator	
3	DR. CHAYTANYA BORA	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

**Place**

**Date**