INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF MATA GUJRI COLLEGE (AUTONOMOUS)
C-22184

Fatehgarh Sahib
140406

Section I: GENERAL INFORMATION

1. Name & Address of the institution:	MATA GUJRI COLLEGE (AUTONOMOUS) Fatehgarh Sahib Punjab 140406
2. Year of Establishment	1959
3. Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	8
Departments/Centres:	28
Programmes/Course offered:	56
Permanent Faculty Members:	223
Permanent Support Staff:	128
Students:	4622
4. Three major features in the institutional Context (As perceived by the Peer Team):	1. Green initiatives - 50 acres of agriculture farm for experiential learning. 2. Good infrastructure for the students. 3. Value based education for overall development of students.
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 17-02-2022 Visit Date To : 18-02-2022
6. Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. SAT PARKASH BANSAL	Vice Chancellor,Central University of Himachal Pradesh Dharamshala
Member Co-ordinator:	DR. PROJIT KUMAR PALIT	Professor,Assam University Silchar
Member:	DR. AVINASH PATIL	Principal,B K Birla College Autonomous Kalyan
NAAC Co - ordinator:	Dr. Shyam Singh Inda	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	**Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	**Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum**
1.4	Feedback System

Qualitative analysis of Criterion 1

The College offers 53 programmes and 1898 courses in the faculties of Basic Sciences, Life Sciences, Languages, Social Sciences, Performing Arts and Liberal Arts, Commerce, Economics and Management, Computer Science, and Vocational Education that cater to the emerging sectors globally and locally. The College is committed to creating holistically developed individuals. In its effort to achieve this objective, the College has been exploring the prospects of academic flexibility provided by the Autonomy and has refurbished the existing courses to include the components of employability, research, skill development and value addition besides introducing new courses.

Mata Gujri College has introduced the Choice Based Credit System from the session 2016-17 in response to the emerging trends. The system provides academic flexibility and facilitates horizontal movement by allowing students to choose elective subjects offered by other streams. The elective options focusing on skill development, entrepreneurship and employability enhance the job prospects of students. Value-added courses are offered to the students to supplement the curricula. Internships, field projects and research projects form an essential component of the curriculum to provide hands-on experience and experiential learning to the students.

All UG students undergo a compulsory course on Environmental Studies, Road Safety and Drug Abuse: Problem and Prevention. Value education has been integrated into the curricula for the holistic development of students. Courses on life skills, job skills and soft skills contribute to this. Social outreach programmes have been designed to benefit society through various activities. Research has been made a prime component of the curricula through assignments, seminars, projects and research publications.

Boards of Studies (BoS) which include representatives from academia, industry and alumni ensure the relevance of the programmes offered. BoS meetings are held once a year to review the syllabi. Feedback from various stakeholders and consultations with experts comprising BoS panels, demand and success analysis, industry needs and academic advancements are used for revisions of curricullum.

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	Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QIM) in Criterion2)
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	**The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners**
2.3	Teaching- Learning Process
2.3.1 QIM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences**
2.3.2 QIM	**Teachers use ICT enabled tools including online resources for effective teaching and learning process.**
2.3.4 QIM	**Preparation and adherence of Academic Calendar and Teaching plans by the institution**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	**Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**
2.6.2 QIM	**Attainment of programme outcomes and course outcomes are evaluated by the institution.**
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Teaching-learning and evaluation at Mata Gujri College are student-centric. Every year, an induction programme is organized to enlighten the new students about the College's history, vision & mission, campus culture, rules and regulations, student welfare schemes, support services, infrastructural facilities, extension services, examination, and evaluation process.

The institution has a clearly planned and meticulously executed teaching-learning, and evaluation schedule well integrated into the academic calendar. At the end of each academic year, the Director-Principal holds consultation sessions with the faculty and the examination section to plan the Academic and Activity Calendar for the forthcoming academic year, which is then uploaded on the website. Each department has a well-defined semester activity plan to ensure the inclusion of varied events to be carried out during the semester.

Highly qualified, experienced, and committed faculty is the strength of the college. 81 faculty members have doctorate degree. The teacher-student ratio is 1:22. Students include 2275 girls and 370 students from other states. Teachers use ICT tools for the purpose of teaching. Outreach and exposure programmes, research paper presentations, dissertations, library tasks, industrial visits, internships, summer projects, guided seminars, guest lectures, and workshops, etc. help to enhance the learning experience. Adoption of new pedagogical techniques of shared teaching, flipped-classroom, and role-plays is encouraged.

Due attention is paid to the needs of slow learners and advanced learners. The advanced learners are provided career guidance and coaching for competitive exams. For slow learners, there are provisions of remedial classes, peer learning, and a tutoring system. Mentoring system is used to address the issues of students with a mentor: mentee ratio of 1:30.

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Online submission of examination forms for all the regular students has been introduced since 2018. The College has an integrated examination platform for the pre-examination, examination, and post-examination processes through the student portal. The efficiency of the evaluation system is ensured through student feedback, periodical academic audit and peer review.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.1.1 QIM	**The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	**Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	**Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years**
3.7	Collaboration

Qualitative analysis of Criterion 3

The College has a research committee headed by Dean, Research to promote and monitor the research activities of teachers and students. The College has a well-laid-out Research Policy that guides all the research activities. The policy provides space to pitch innovative ideas and work to execute them. Through the efforts of the Research Committee, research culture is build. Research has become a part of both undergraduate and post-graduate studies. This is reflected in the number of research seminars and workshops organized by various departments and the number of research papers published by the faculty and students. The

College motivates the faculty to take up quality research by providing research incentives. Research facilities like high-speed Internet, provision of seed-money, INFLIBNET, N-LIST, research journals, etc. are made available. Financial assistance to attend and participate in seminars/ workshops/conferences etc. at the regional/state level is also provided.

At present, the College has a faculty strength of 223 out of which 81 are Ph.Ds, 25 faculty members are currently pursuing Ph.D. A total of 407 papers were published in peer-reviewed national/international journals. Many members of the faculty were invited as resource persons for talks, workshops, and seminars. 16 faculty members are recognized as Research Supervisors.

To promote research culture, students are encouraged to take up research projects and present papers in various Regional & National Seminars.

The outreach programme of College are specially designed to take the advantage of education to villages, benefitting the people of 07 adopted villages through the Lab to Land activities. Such programmes include talks, workshops, social visits, rallies, rural camps, awareness campaigns on social issues, gender sensitization

programmes, medical and blood donation camps, environmental awareness programmes, orphanage visits, visits to the home for the aged and destitute, tree plantation drives etc.

Student Associations and Clubs at the department level take up extension and community outreach activities in order to reach out to the underprivileged and marginalized people of the villages.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**
4.1.2 QlM	**The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**
4.2	Library as a Learning Resource
4.2.1 QlM	**Library is automated using Integrated Library Management System (ILMS)**
4.3	IT Infrastructure
4.3.1 QlM	*Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*
4.4	Maintenance of Campus Infrastructure
4.4.2 QlM	**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 institution is spread over 25 acres in a serene environment conducive to academic pursuits. The college building has a total of 8 blocks viz, Science Block, Commerce Block, Management and Computer Science Block, Arts Block, Life Sciences Block, Social Sciences Block, Administrative Block, and Canteen Block. There are 119 classrooms and Seminar Halls, 25 science laboratories, a central instrumentation facility centre, a language lab, 12 computer labs, an auditorium with 450 seats, a weather observatory, an amphitheatre and two central air-conditioned libraries having 69,027 volumes on various subjects, 111 periodicals/ magazines, a medical-room, 2 snack-points, and adequate sanitary provisions in all blocks.

The College has 647 computers, 10 LCDs, 5 smart boards, 10 smart classrooms and 17 information kiosks. All the departments have desktops/laptops with a 205 Mbps internet facility. The campus is Wi-Fi-enabled to assist teaching, learning, and research. The college has a sports complex having a 16-station gym, sports fields, a cinder track, and adequate space for outdoor and indoor games. There is one boys' hostel, a sportsperson's hostel and 3 girls' hostels to accommodate 700 students in 201 rooms. There is a 24*7 ambulance facility. There are 5 generators with a capacity of 320, 180, 125, 63, and 25 kVA, a portable 2.5 kVA generator and a 150 KW solar energy system to ensure an uninterrupted power supply. The college has an incubation centre, a mushroom cultivation farm, and a 50-acre agricultural experimental farm. The College offers transport services to the faculty and students from nearby areas.

The College allows the government to use its infrastructure for recruitment exams, Republic Day/Independence Day celebrations etc.

The College has a botanical garden. To make the campus eco-friendly, the College has put into place rainwater

harvesting, solid-waste management, vermicompost, bio-gas plant and solar energy harnessing systems.

The campus is rich in bio-diversity and green audit has been conducted. For the regular maintenance of the campus, the College employs a set of skilled support-staff comprising electricians, gardeners, janitors, attendants, and security staff on a full-time basis. Servicing of all hardware equipment, fire security, in the college is undertaken periodically for optimum performance.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	**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 other support services.**

Qualitative analysis of Criterion 5

The College chalks out various student welfare programmes. College follows an inclusive admission policy and provides adequate infrastructural facilities, for curricular, co-curricular, and extension activities. The College helps economically backward students and encourages meritorious students as well by providing them with fee concessions and scholarships.

The students are actively involved in representative roles as members of various committees, clubs and societies, and as class representatives. This framework provides opportunities for students to imbibe leadership qualities, ensures their holistic development, and helps them work for the benefit of their community as a team. The College has a Student Council consisting of nominated members only. It represents the concerns of the students and looks after their welfare.

Dean, Student Welfare look after the welfare of students. It encourages and monitors the extra-curricular activities of the students and arranges inter-disciplinary student activities.

Students are encouraged by giving financial help through Government Scholarships, Management Scholarships, and Endowment Scholarships. SC/ST students are also encouraged/facilitated to apply for govt. scholarship schemes. 1675 students received government scholarships to the tune of Rs. 25,694,549 while 2540 students received Rs. 2,04,27,219 as management scholarships during the last five years.

The presence of dedicated cells like the Prevention of Sexual Harassment Cell, Students' Grievance Cell, and Anti-Ragging Cell ensure that every student is cared for. The Coordinator of the Placement Cell ensures employment opportunities for the students. 867 students have secured campus placements while 40 students have qualified in entrance and competitive examinations during the last five years. 225 students are pursuing higher studies after their graduation in 2019-20.

The Alumni Association (Regd.) of MGC is highly resourceful and plays a great role in the growth of the institution. All its members have a strong sense of belongingness towards the institute and are involved in a variety of affairs like curricula revision, granting of scholarships to the needy, and meritorious students. The College-Society connect too is strengthened through alumni.

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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	**The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution**
6.1.2 QlM	**The effective leadership is reflected in various institutional practices such as decentralization and participative management.**
6.2	Strategy Development and Deployment
6.2.1 QlM	**The institutional Strategic / Perspective plan is effectively deployed**
6.2.2 QlM	**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has 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 QlM	**Institution conducts internal and external financial audits regularly**
6.4.3 QlM	**Institutional strategies for mobilisation of funds and the optimal utilisation of resources**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)** **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**
6.5.2 QlM	**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities** **(For first cycle - Incremental improvements made for the preceding five years with regard to quality** **For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)**

Qualitative analysis of Criterion 6

The governing body of the college is the Shiromani Gurdwara Prabandhak Committee, Amritsar, which runs 41 higher educational institutes with more than 32,000 students on their rolls.

The college administration follows the principles of participative governance and collective-leadership, democratic functioning, and transparency. It involves all segments of the workforce. The ethical dimension of treating all equally is adhered to in the decision-making process. The Principal is the executive head of the college and is proficiently assisted by senior faculty members who are active members of key decision making

bodies such as CDC, IQAC, BOS. The College believes in the decentralization of authority and responsibility. Accordingly, managerial, and academic authority and responsibilities have been decentralized and the individuals or committees to whom the authority has been delegated enjoy complete autonomy in decision-making.

The college has a five-year perspective plan for development. Many initiatives have been taken to ensure the welfare of its teaching and non-teaching staff. Education support to their wards, recreational tours, group health insurance, and welfare fund are only a few of these.

The college recognizes the importance of strong leadership in organizational development. Hence, efforts are made to nurture leadership by assigning key positions and responsibilities at various levels to the faculty members in the functioning of the institution. The college follows all the rules laid down by the UGC, the Punjab government, and the parent university in recruitment, promotion, and other service matters.

The College conducts the internal academic audits in a systematic manner. Regular meetings of the management, the Principal, the Vice-principal, IQAC Coordinator, Deans, Controller of Examination, and Heads of Departments are held to discuss academic matters and the designated academic audit committee carries out the audit.

IQAC takes initiatives for promoting a quality culture on the campus. It organizes training programmes for teaching and non-teaching staff. To motivate the faculty members for quality research, seed-money for research projects and financial support to attend conferences and seminars is provided to them. Academic and financial audits are conducted to ensure the quality of academic pursuits and proper management of funds and maintenance of accounts.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Measures initiated by the Institution for the promotion of gender equity during the last five years.**
7.1.3 QlM	**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)** • **Solid waste management** • **Liquid waste management** • **Biomedical waste management** • **E-waste management** • **Waste recycling system** • **Hazardous chemicals and radioactive waste management**
7.1.8 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**
7.1.9 QlM	**Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**
7.1.11 QlM	**Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7

The aim of higher education is to ensure the development of enlightened, socially conscious, knowledgeable, and skilled individuals. Education must form the basis for knowledge creation and innovation and thereby contribute to the growth of the national economy. The core objective of the institution is to promote the employability of its students. It is sought to be achieved through training them to find and implement robust solutions to their own problems. It is the key to the creation of a more vibrant, socially engaged, cooperative community and a happy, coherent, cultured, productive, innovative, progressive, and prosperous nation. In the light of this aim, the institution has adopted vision and mission statements that embody this objective.

The college strives to be a pioneer in bringing about societal changes for betterment. Over the past few years, the institution has initiated and institutionalized the following best practices.

- Community Service
- Financial aid for needy students by the staff through a fund created especially for the purpose

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

Overall Analysis

Strength:

- Diverse academic programmes offered across a wide range of disciplines including UGC-sponsored, AICTE approved professional, vocational, and agriculture-related courses.
- The College is autonomous and therefore having well-designed regularly updated curricula as per the global, national and local developmental needs and a comprehensive academic feedback mechanism.
- Efficient examination management system enabling timely declaration of results.
- Adequate physical and ICT infrastructure and state-of-the-art laboratory infrastructure including a Central Instrumentation Facility Centre and smart class rooms.
- A well-stocked library with thousands of books, journals and e-resources.
- Community engagements and outreach activities through NSS, NCC, Red Cross, Unnat Bharat Abhiyaan, Bharat Scouts and Guides, Youth Club and Mata Gujri Study Circle for nurturing a spirit of social concern, responsibility and all-round development of the students and character building.
- Excellent sports complex with outdoor and indoor sports facilities.
- Eco-friendly campus with rainwater harvesting, solid waste management and solar energy harnessing systems in place.
- Supportive management (Shiromani Gurdwara Prabandhic Committee, Amritsar) dedicated to the cause of education with profound secular and democratic principles. Financial support system for needy and meritorious students.
- Resource generation through incubation centres and the sale of agricultural products produced by the students.

Weaknesses:

- Consultancy and quality publication is the area that deserves a lot of attention.
- Faculty Cadre ratio is not as per norms. More experienced teaching faculty need to be recruited.
- Lack of incentives to the faculty for stimulating quality research.
- Inadequate funding for research from the regulatory bodies, government and the management.
- Limited participation of the faculty members in FDPs, seminars, conferences, etc.
- Limited avenues for exchange programmes involving faculty or students with reputed international and national institutions.
- Inadequate institute-industry collaboration for academic and research activities.
- Lack of a robust mechanism for tracking progression and placements of students.

Opportunities:

- Designing need based innovative short-term certificate/diploma courses to bring unconventional and unskilled learners into the fold of skill-based higher education.
- Inter-departmental activities need to be increased for academic and research enhancement.
- Utilizing the capacity and potential to cater to the educational needs of the society according to the NEP-2020.
- Providing more financial incentives to the faculty for research and quality e-content development for MOOCs and LMS to ensure optimal use of academic and IT resources.
- Encouraging the use of MOOCs as part of course structure and participation in MOOCs faculty development programmes.
- Creating opportunities for more collaborations with other institutions of National and International repute.
- Encouraging translation of the classics and works on different subjects into vernacular languages

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(Punjabi/Hindi) to make it possible for more students and members of the society to benefit from them.

- Increasing the frequency of coaching/counseling/guidance programmes for NET/SET, GATE, CAT, etc. examinations.
- Organizing more on-campus placement drives.
- Adopting policies and practices across teaching, research, and community engagement which can maximize contribution to the attainment of Sustainable Development Goals.

Challenges:

- Implementation of NEP-2020
- Increasing funding by the management, industry and alumni for quality research.
- Developing strategies to motivate and inspire the students to make positive use of social media and wean them away from its negative/time-wasting use.
- Handling students from diverse experiences/backgrounds with greater sensitivity and breaking the barrier between urban and rural students in terms of the initial gap.
- Increasing academic credit mobility among the institutions at the national and international level.
- More tie-ups with industries and institutes of national and international eminence for collaborative research.
- Motivating girl students and their parents to accept industry jobs during placement drives.
- Attracting students from other states to further increase the student diversity.

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Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)
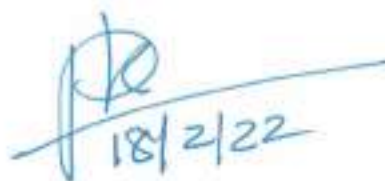
- Efforts should be made to fill all seats as per approved intake in all courses and qualified experienced teaching staff be recruited.

- Students may be guided to take up the free online skill based courses like Swayam, MOOCs etc., recommended by the Government and UGC

- The institute needs to give top most importance to faculty training(FDP) and development to enhance their soft skills. Also encourage faculty to create more e-contents.

- Placement activities need to be geared up and more on campus placement be attempted

- A strong alumni network needs to be created and fundraising through alumni and projects should be envisaged.

- More need based courses like like B. Sc. in Microbiology, B. A. in Psychology and M. A. in Geography can be introduced in the College as the College is autonomous. Research Centre for Religious Studies can be established.

- By making use of the existing infrastructural facilities, the college may offer more skill based certificate courses and eventually think of more industry need based and job oriented short term programmes in future.

- College should prepare itself for implementation of NEP-2020 on priority basis as per UGC guidelines

- Consultancy work shall be encouraged in all departments.

- Entrepreneurial Development Cell and incubation Centre be strengthened.

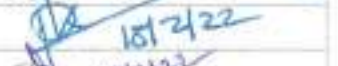**I have gone through the observations of the Peer Team as mentioned in this report**

Signature of the Head of the Institution

Principal
Mata Gujri College,
Fatehgarh Sahib (Pb.)

Seal of the Institution

Sl.No	Name		Signature with date
1	SAT PARKASH BANSAL	Chairperson	18/02/22
2	PROJIT KUMAR PALIT	Member Co - ordinator	18/2/22
3	AVINASH PATIL	Member	18/2/22
4	Dr. Shyam Singh Inda	NAAC Co - ordinator	

Place Fatehgarh Sahib

Date 18/02/22