INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
S.D. COLLEGE, BARNALA
C-22224

Barnala
Punjab
148101

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:	S.D. COLLEGE, BARNALA Barnala Punjab 148101	
2.Year of Establishment	1956	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	19	
Programmes/Course offered:	15	
Permanent Faculty Members:	64	
Permanent Support Staff:	40	
Students:	2714	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. 62 years old Co-Educational College. 2. Multi Faculty College providing UG, PG in Arts, Commerce & Science 3. Grant in Aid College with UGC Assistance.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 30-08-2018 To : 31-08-2018	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. M GANGADHARA RAO MARUPUDI	
Member Co-ordinator:	DR. SUHASINI ARYA	Principal,SMT K G MITTAL COLLEGE OF ARTS AND COMMERCE
Member:	DR. AG MURUGESAN	Professor,MANOMANIAM SUNDARANAR UNIVERSITY
NAAC Co - ordinator:	Dr. Devender S Kawday	

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(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	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
The curriculum of academic the programmes of the College is designed by Punjabi University, Patiala but the delivery of the same to the students is carried out by the faculty members. The College provides number of programmes/courses in arts, commerce, science and computer science at UG and PG level. In the last five years PG courses in English, Punjabi and Mathematics have been added. The number of teachers of the College participating in curriculum preparation as members of Board of Studies has increased from year to year during the last five years. The College provides diverse courses in B.A, B.Com, B.Sc. (Medical), B.Sc. (Non Medical), B.Sc.(Bio-Technology), B.B.A, M.A (English), M.A (Punjabi), M.Sc (Mathematics) and one year PG Diploma in Computer Applications.   Choice Based Credit System is followed in six programmes. Cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics are taught either by introducing full fledged courses or through extension lectures. A value added course on 'communication skills' is conducted. While students of B.B.A are required to undergo compulsory training during sixth semester; the students of B.Sc.(Bio-Technology) and B.L.Sc go for optional summer training. The College is making efforts to offer the quality education by receiving feedback from students and teachers and informing the same to the concerned Board of Studies. This helps in identifying the new programmes /courses which can be introduced from time to time.

	Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	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 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QlM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QlM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QlM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	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 QlM	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 College with qualified teachers imparting education in different programmes aims at an allround development of students. The admissions are made through an Admission Committee consisting of teachers from different streams. The details regarding the admission process are printed in College prospectus; displayed on the College notice board and also uploaded on College website. Admissions are made strictly as per the directives of Govt. of Punjab. The requirements of slow learners and advanced learners are taken care of. Examination results are satisfactory although they are poor in some of the programmes. Faculty members use traditional as well as modern teaching methods. The College has 14 Ph.D. and 19 M.Phil. faculty members. But the average percentage of faculty having Ph.D. was just 13.87 during the last five years. Teachers are sent to Faculty Development Programmes from time to time. Nearly half of the teachers either did not have teaching experience or having teaching experience of less than five years. Number of teachers from other states is insignificant. Continuous internal evaluation process is carried out as per the directives of University. Examination related grievances are resolved amicably. Average pass percentage of students was 75% but in some of the programmes it was very much less.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	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 QlM	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
The College has constituted Research Committee to motivate the teachers to submit Minor and Major Research Projects to funding agencies and to encourage publication of research papers in reputed journals. The faculty has published a few research papers in various journals and in conference proceedings and book chapters during the last five years. Four teachers have completed their doctorates during the last five years. Teachers are also encouraged to attend conferences and seminars. The College promotes extension activities useful to neighborhood community through its NSS, NCC and BGN Club etc. with student participation. The Department of Journalism and Mass Communication is publishing a weekly newspaper 'Samaj Te Patrakar' useful to neighboring community. Only one faculty member received financial grant from UGC for major research project during 2012.The college has no recognized research guide. The College does not have any collaboration worth the name during the last five years. It has signed one MOU with Infosys through Department of Higher Education, Govt. of Punjab to develop analytical and communication skills among students to improve their placement opportunities and it was functional only for two years.

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 facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QlM	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 QlM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi
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 College has reasonably adequate facilities for teaching-learning by way of class rooms, laboratories, computers etc. It has sufficient facility for indoor, outdoor sports and games; yoga and cultural activities.

Library is partially automated and it has the membership of N-LIST (Remote Access) and DELNET. E-Journals and E-Books are available and data bases are maintained subject wise. The College has latest branded computers having LAN connectivity and ICT tools. The campus is fully wi-fi. The College has an established policy for maintaining and utilizing physical, academic and support facilities.

Budget Committee of the College receives budget estimates from all the Heads of the Departments for different purposes. These proposals are considered and approved by the Principal and Managing Committee of the College. The college has no practice of preparing annual budget consisting of estimated income and expenditure for the coming year. A major part of the total expenditure is spent for maintenance of the College infrastructure. |

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	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

S.D. College caters to the educational requirements of large number of student from neighboring villages. The College facilitates scholarships to SC/ST/OBC eligible students from Government as well as Non Government agencies. The College, on its part, provides fee concessions to economically weak but meritorious students.

College has taken steps to provide guidance for competitive examinations, career and personal counseling. The career guidance and placement cell takes care of the placement of students in reputed companies like Infosys, Wipro, Amazon, TCS, Capgemini etc.

College has Grievance Redressal Cell, Anti Raging Committee, Women Welfare Cell, Discipline Committee, Student Counseling Cell etc. to redress grievances and complaints of students.

Students participate in co-curricular and extra curricular activities at various levels and exhibit their talents. Although an active student council is not permitted by the State Government, students play an active role in different activities of the College. A few students act as Student Editors in College Magazine. Significant number of alumni of the College contributed for its development.

	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 institution practices decentralization and participative management	
6.2	Strategy Development and Deployment	
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution	
6.2.2 QlM	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 QlM	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 QlM	The institution has effective welfare measures for teaching and non-teaching staff	
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff	
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	
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	
6.5.5 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*	

Qualitative analysis of Criterion 6
The College is governed by S.D. College Educational Society. The managing committee periodically meets to design and review appropriate plans for quality introduction and sustenance for different activities like recruitment, infrastructural development, human resource management, introduction of new courses, initiatives for enriching the academic, co curricular, sports and administrative standards of the College. Under the leadership of managing committee and principal, the entire faculty puts coordinated efforts for designing and implementing the proposed plans and maintaining quality in institutional efforts. The principal of the College plays a dual role in the organizational structure – as ex officio member of the managing committee, he\she participates in designing and planning the activities; and as head of the institution, he\she is in-charge of the implementation of proposals made by managing committee. The College has decentralized governance system for performing the various activities. Different committees

are formed for implementation of different tasks. The College provides operational autonomy to the teaching departments by which the heads of different departments are authorized to prepare plans of enrichment programmes, educational tours, workload of teachers, organization of seminars etc.

The College promotes the culture of participative management by dividing the work among different faculty members. Service rules, procedure, recruitment, promotional policies for teaching and non-teaching are followed as per the rules Punjabi University/Punjab Government. The College has introduced different welfare measure as per the rules of Punjabi University. Performance Appraisal System for both teaching and non-teaching staff is followed. Internal and external audit is conducted in each financial year.

Funds are mobilized from different sources and steps are taken for optimal utilization of the same. Internal Quality Assurance Cell is constituted for institutionalizing the quality assurance strategies and processes. The teaching-learning process and learning outcomes are regularly monitored by IQAC

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QlM	1. Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QlM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QlM	Rain water harvesting structures and utilization in the campus
7.1.7 QlM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QlM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QlM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QlM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QlM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The College takes every care for the safety and security of girls. Separate common rooms, toilets and canteen are arranged for them. A Women Welfare Cell consisting of female faculty members guide them and help them in critical situations.

The College has a green campus and has taken many eco friendly initiatives. Waste managment steps consisting of solid waste management; liquid waste management, e-waste management are introduced. A

vermi composting unit has been constructed to convert the bio-degradable waste into useful manure. Two rain water harvesting systems have been setup to improve the level of ground water.

Staff and students are motivated to use cycles, pager bags or fabric bags instead of plastic bags. Noise-less generator sets are installed. Physical facilities like ramps, wheel chairs etc. are provided to differently abled persons.

Several initiatives have been taken to benefit the students and local community. Activities are organized every year to improve consciousness about fundamental duties and rights of citizens and also to promote universal values of national integration, human values and communal harmony.

College helps economically weak but meritorious students by giving them fee concessions. Special steps are taken to encourage sports persons through free training; financial support and fee concession. College is taking special interest in organizing one act plays in neighboring villages to make people aware of social evils.

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

Overall Analysis

Strength:

Institutional Strengths: S.D. College is 62 years old established Grant in aid Co-educational College getting UGC assistance. College imparts education to socially and economically backward students. The campus is well developed with necessary physical and infra- structural facilities. The students are disciplined, sports and culturally talented with good learning outcomes. The students admissions are not only transparent but also based on merit and reservations as per rules of State Govt. and University. The College being centrally located in the city, it has easy accessibility.

Institutional Weaknesses: The College suffers from limitation of space and inadequate buildings.

Teaching method is mostly chalk and talk. Nearly half of the teachers either do not have any previous experience or have experience of less than five years. Many students lack communication skills in English. The college does not have formal linkages with the industry.

Institutional Opportunities: The opportunities of S.D. College are good number of senior faculty can be encouraged for more research projects and publications; having very low and easily affordable fee structure, entering into more collaborations with reputed institutes and industries; involving more and more alumni in resource mobilization and scope for modernization and upgradation of infrastructure.

Institutional Challenges: The challenges faced by S.D. College are increasing competition from mushrooming of Colleges; improvement of the standard of PG teaching through experts' extension lectures; making faculty and support staff more tech-savvy; strengthening student placement activity as well as the research activity of the faculty.

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)

- Take appropriate steps to generate more funds from M.P./M.L.A LAD funds; alumni; industrialists and from the surrounding community.

- Strengthen the language laboratory with more number of systems and software to improve students' communication skills in English.

- Formal and systematic student feedback on performance of teachers in the middle and at the end of each semester be introduced with the follow up action.

- Infrastructure for class rooms, labs and sports to be further improved.

- Strengthen the library further by acquiring latest books and journals.

- IT infrastructure be improved in proportion to high and increasing number of students, faculty and new courses.

- Many more faculty training programmes in IT based teaching learning process be organized.

- Teachers may be given incentives – financial and non financial – to publish research papers in reputed national and international journals

- Teachers to be encouraged to get research projects from UGC, DST and ICSSR.

- All teachers without Ph.D qualification are to be encouraged and insisted upon to get themselves registered for Ph.D immediately and secure Degree in the next five years.

- Formal and regular linkages with Industry, NGO, and Government Departments be established to strengthen standard of teaching and placement and thereby improve the image of the College in the society.

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. M GANGADHARA RAO MARUPUDI	Chairperson	
2	DR. SUHASINI ARYA	Member Co-ordinator	
3	DR. AG MURUGESAN	Member	
4	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. M GANGADHARA RAO MARUPUDI	Chairperson	
2	DR. SUHASINI ARYA		

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