



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

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
GURU NANAK COLLEGE, DHANBAD**

**DHANBAD
Jharkhand
826001**

**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:	GURU NANAK COLLEGE, DHANBAD DHANBAD Jharkhand 826001	
2.Year of Establishment	1970	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	9	
Programmes/Course offered:	5	
Permanent Faculty Members:	18	
Permanent Support Staff:	23	
Students:	3238	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. It is a minority institution serving all categories of people in the society 2. It caters to the academic needs of an economically and socially backward region of the country 3. The unique Department of Creativity strives to develop the diverse artistic talents of the student	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 28-09-2021 To : 29-09-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. DR MURLIDHAR CHANDEKAR	Vice Chancellor,Sant Gadge Baba Amravati University
Member Co-ordinator:	DR. DAVID PETER	Registrar,COCHIN UNIVERSITY OF SCIENCE AND TECHNOLOY
Member:	DR. VIPIN SOBTI	FormerPrincipal,EDUCATIONAL TRIBUNAL
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	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
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

Guru Nanak College, Dhanbad is an affiliated College, affiliated to Binod Bihari Mahto Koyalanchal University, Dhanbad. The college has a minimal role in curriculum design and development. But the delivery of the curriculum designed by the University is of paramount importance, for which (a) proper planning and (b) effective implementation would be necessary. The College has got a system of planning with involvement of all teachers. The planning of curriculum delivery was done meticulously, and all the members of the faculty were motivated to implement the curriculum with precision. The Staff Council meetings work as the most important platform for such deliberations. All the regulations and the content of the curriculum are discussed in these meetings. A detailed Academic Calendar for each academic year is prepared in tune with the Academic Calendar of the University. The University has implemented CBCS since 2015.

For curriculum enrichment the College has successfully conducted quite a few workshops, five Seminars and eleven lectures delivered by distinguished scholars and resource persons. All this has helped the institution to implement curriculum effectively. Besides, the add-on courses run by the College, i.e. (1) Communicative English, (2) Spoken Tutorial Programme in collaboration with IIT-Bombay, (3) UGC sponsored add-on courses under NSQF and (4) courses offered by Department of Creativity have contributed in enriching the curriculum delivery.

Department wise Parent-Teacher Meetings have been organized regularly, and the majority of the parents respond to the call of the College, positively. Their feedback is collected and is analyzed by a committee of teachers. The report is discussed in the meeting of the IQAC and finally in the meeting of the Governing Council. Changes as suggested by parents are studied carefully, and implemented as far as are possible. Recently, during the corona times, three sets of SSS Questionnaire have been sent online to the students and their response (more than 50% of the students) has been studied in detail. The analysis committee of the teachers has discussed their responses, and suggested corrective measures for the effective delivery of the curriculum in online mode.

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 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 for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.
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

The College has got a transparent system of admission. The institution tries to cater to student diversity sincerely. A large number of students are from SC/ST/OBC categories, about 30% from the minority community; and more than 50% being girls. For the last two years admission is done through the Chancellor Portal. The list of the applicants for our College is sent by the University. But the merit list is prepared by the College. This has ensured transparency in the system.

Apart from the conventional lecture system, more than 50% of the classes are converted into interactive ones. Generally four to five seminar classes are engaged during each semester in every subject. The students prepare their papers and present them in the class. Other students respond during the question answer session. The teachers deliver their summing up notes. These classes are important also because it becomes easier for the teacher to identify the advanced learners from the slow learners, as also the average students. Most of these classes are technology aided.

The surprise tests and the internal examination also help. The answer books are evaluated carefully, and shown to the students with remarks of the teacher. During the last five years, the IQAC has tried to monitor various faculty development programmes. Five National Seminars on cross-cutting issues, eleven lectures under Guru Nanak Dev Lecture Series and several workshops have been organized between 2015 and 2019.

Many teachers of the College have got registered or are in the process of getting registered for PhD programme. Some of the teachers of the College are research guides for doctoral programmes as well. Three teachers have gone for the Orientation programmes and five teachers attended the refresher courses

conducted by Academic Staff College (Human Resource Development Centre of Ranchi University) and one teacher has attended an Orientation Course from IIT-ISM Dhanbad during the last five years.

Evaluation of the performance of teachers has been introduced. The Self Appraisal Reports submitted by the teachers are analysed, authenticated and approved by the authorities. The CCR is prepared and put on record.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.4	Collaboration

Qualitative analysis of Criterion 3

The College does not have a Research Resource Centre. But during the last five years, research culture has been tried to be promoted. Some of the teachers have gone for Refresher courses and Orientation Course. Many of the teachers have taken up research projects for award of Doctoral Degree. Some senior teachers are engaged in guiding research leading to award of PhD. The College sanctions study leaves liberally for research work, as also for attending seminars and other academic activities. Five National Seminars have been organized. Two Seminar Volumes have been edited and published. The College Library has got INFLIBNET, which is a great help for the researchers.

A number of extension activities are encouraged and carried out by a very active NSS and NCC. Issues such as gender disparities and social inequity form the major part of NSS activities. Camps are organized, and people are sensitized towards the above community issues. The NSS volunteers act as the ambassadors of the socio-academic activities of the College. The NCC plays a vital role in providing the concept of “Service before self” among students. Our NCC cadets offered their service to the District Administration during elections and other important work. The Department of Creativity supports the activities of NSS and NCC by training the volunteers and the cadets with programmes like Nukkad plays and patriotic songs and dances for creating

awareness among people. The BCA students of the College have an internship programme as a course component of the curriculum. The College regularly sends these students to organizations like CIMFR, BCCL, BSNL, MSME Kolkata, BridgeTech Info Systems for internships. Also, the College has been made a FOSS centre by the IIT Bombay for promoting Spoken Tutorial Programme.

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 infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
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

During the last five years, the College has tried to augment its infrastructure. A number of classrooms, computer laboratory, seminar room, girls' common room, meeting room have been added in the Academic Block of the Bhuda Campus. Also an auditorium with modern facilities has been developed so as to make it possible to carry out many of the academic and extension activities.

The College has created enough infrastructure to support shifting of most of academic and extension activities to the Bhuda Campus. Besides, the College has created a Gymnasium in the Women's Wing Campus with modern facilities where some twenty people can train themselves easily.

The College library has been given due attention by the authorities. The library holdings in terms of books and journals have been increased considerably. The functioning of the library is satisfactory. It is well staffed and maintained properly. Automation, using the ILMS free software Koha, use of e-journals and books online, providing remote access to the teachers and students, etc. have been tried and achieved. The College has subscribed to INFLIBNET under the UGC scheme.

The College has set up three computer laboratories - two of thirty systems each and the third having twenty systems. The first two laboratories having thirty systems each are situated in the Department of Vocational Studies for the use of BCA students, whereas the third one has been developed in the Bhuda Campus. Recently, a video-conferencing facility has been created for conducting virtual learning. There are four rooms that have ICT infrastructure so as to make it possible for the teachers to conduct their seminar classes.

It is the policy and practice of the College authorities that no part of the infrastructure is allowed to suffer neglect. Periodically, things are reviewed and adequate care is taken so that the entire infrastructure including furniture fixtures receives maintenance and attention. Efforts are made to keep the campus clean and green.

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	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

As for the Students' Support System, the College has got a Training and Placement Cell. The teachers try to identify the slow learners and ensure that they receive proper attention. Special classes are provided to such students. The Training and Placement Cell tries to organize Career Counselling sessions by inviting experts from outside; as also providing expert lectures in the form of career guidance. Some of the students have been placed in various corporate houses.

Several students have been helped financially in the form of providing freships. All the girls admitted to the College are given freships. Twelve and a half percent of the boys are given freships and all the students from the minority community, SC/ST categories get scholarships from the Government of Jharkhand.

As for student progression, majority of the students graduate from the College and go for Post Graduate Studies and other courses. The teachers and Alumini strive to provide enough guidance to the students regarding opportunities available to them after graduating from the College.

The College has got the adequate infrastructure to promote active participation of the students in social, cultural and leisure activities. Students are encouraged to attend classes of creativity for polishing their talent in cultural events. Also, they are given enough opportunities to participate in literary activities. The NSS and NCC offer adequate opportunities for developing various skills and competencies.

There is an active Alumni Association. The executive committee of the Association has regular meetings – a minimum of two in a year, whereas the Annual General Meeting of the Association is held once every year.

The Alumni of the College, support the institution in the form that they provide necessary feedback. Two of the old students have been included in the IQAC. The College Alumni Association is a registered body.

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 and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	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 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institutions 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 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

There is a well defined institutional vision and leadership for the college. Initiatives are taken by the leadership to have a participative decision-making process, which is important in order to achieve the vision, mission, goals and objectives of the institution. Also, it helps build the organizational culture.

Ever since December 2012, IQAC has attained the status of being the nerve centre for strategic development and deployment. Most of the development strategies are initiated and discussed at length in the meetings of the IQAC and finally recommended to the College Management for making provisions. The College leadership tries to ensure that the vision of the College is effectively pursued with quality initiatives.

The College Management and leadership try to promote faculty empowerment measures. The members of the faculty are encouraged to plan and organise big events such as National Seminars and one such Seminar has

been organized every year since 2014. In addition to that, Guru Nanak Dev Lecture Series has given the opportunity to the faculty to interact with scholars and teachers of other institutions for getting them to deliver lectures. Teachers are encouraged to go for Refresher Courses, Orientation Courses and for attending seminars and workshops.

The college has tried to manage the finance of the College in a transparent manner. The annual budget is prepared in March. Finance is provided for new projects as well as routine expenses. An effort is made for resource mobilization so that the new proposals could be carried out. All the thumb rules for the maintenance of financial activities are carried out carefully. The College accounts are audited by a firm of chartered accountants every three months, and finally, an annual audit report is submitted to the College Management before the end of June every year. The audit work is also carried out by the Department of Finance, State Government, every three to four years.

The internal quality assurance system is run in a participative style. Most of the teachers approach the IQAC for new initiatives. This participatory approach is quite evident from the functioning of the IQAC. The Cell is ever alert about maintenance of the quality assurance system.

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	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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 QIM	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 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

Guided by the thinking that every institution must have a social responsibility, this College has tried to evolve a culture through many extension activities and cultural events, which have given it a distinct status.

The students of the College appear to be different in style and attitude only because there is more interaction between the teacher and the taught not just in the classroom but quite often outside the classroom. They are engaged in socially useful work through the NSS, NCC, Rotaract Club and the Department of Creativity. The students learn the lesson that it is not enough to earn a living but it is equally important to have meaningful interaction with the society they live in. The College tries to create an attitude, that it is the responsibility of every graduate to make this world a better place to live in.

Through several programmes, debates, discussions, quiz, one-act plays, dance and music; it tries to address issues such as gender equity, environmental consciousness, inclusiveness and professional ethics. The students, being part of the organizing team of the above events are also prepared for organizational roles with the society. It is thought important to provide citizens with leadership qualities to the society.

Recently, the Golden Jubilee of the institution was celebrated with a documented plan. All kinds of activities were included for a whole year, beginning from February 2019 to February 2020. There were cultural events organized such as “Nostalgia” (A Music and Dance Evening), enactment of the play “Heer-Ranjha” and

another music and dance programme “Epilogue to Nostalgia”. The students of the Department of Creativity were engaged one full year with the teachers making the events memorable. One two-day National Seminar was organized, and eight lectures under Guru Nanak Dev Lecture Series were delivered during the year. The College was host to the Inter-College Cricket Tournament and participated in many sporting activities. Some workshops were held sensitizing the students on issues such as energy conservation, rain-water harvesting. “Clean Campus and Green Campus” was the tagline given to the students during the year.

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

Strength:

1. Offering add-on courses
2. Providing education to all sections of the society
3. Conduct of Guru Nanak Lecture series regularly
4. Campus is covered by WiFi
5. The Bank More campus has the advantage of being located in the heart of the City

Weaknesses:

1. College lacks active linkages with other academic institutions other than Punjabi University Patiala
2. Digital classrooms fitted with smartboards and novel ICT Technologies need to be installed
3. Inadequate campus placement for students
4. No separate physical space for each department and hence no departmental Library
5. Library is divided into two campuses

Opportunities:

1. Introducing PG programmes in certain Departments
2. The college with 50 years of standing can become an autonomous College
3. Establishing Coaching facility for Competitive examinations
4. BVoc programme may be initiated under the Department of Vocational Studies

Challenges:

1. Many students are from poor socio-economic background.
2. Recruiting more qualified teachers to improve the teacher student ratio
3. Competition from other colleges having market driven courses

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)

- PG programmes such as MCom and MA in any other department may be initiated
- Faculty should be given encouragement and support by the management for doing research
- Hostel facility needs to be provided for female students
- Canteen facility should be made available in the Budha Campus
- Commerce lab, Language lab and Psychology labs with latest equipment may be established

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. DR MURLIDHAR CHANDEKAR	Chairperson	
2	DR. DAVID PETER	Member Co-ordinator	
3	DR. VIPIN SOBTI	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date

NAAC