

Section I: GENERAL INFORMATION	
1.1. Name & Address of the Institution	SANATAN DHARMA COLLEGE (LAHORE),AMBALA CANTT JAGADHARI ROAD, AMBALA CANTT- 133001 HARYANA
1.2. Year of Establishment	: 1916 (at Lahore) Rehabilitated at Ambala Cantt in 1948
1.3. Current Academic Activities of the Institution (Numbers)	
• Faculties/ Schools	: 3 Faculties (Science, Arts & Commerce)
• Departments/Centres	: 20 Departments
• Programmes/Courses offered	: PG: 07; UG: 21 ; Certificate/ Diploma/ Advanced Diploma: 10 (including 1 PG Diploma)
• Permanent Faculty Members	: 50
• Permanent Support Staff	: 40
• Students	: 2862 (2011-12)
1.4. Three major features in the institutional context (as perceived by the Peer Team)	<ul style="list-style-type: none"> • Co-educational, aided college affiliated to Kurukshetra University and the unit cost of education is Rs14,674/- (including the salary component) and Rs4,372 (excluding the salary component). • College has produced some sports persons of international eminence and politicians of national repute • In the XI Plan, the college has been accorded the status of “College with Potential for Excellence”
1.5. Dates of visit of the Peer Team (A detailed visit schedule is included)	:August 18-20, 2011

1.6. Composition of the Peer Team which undertook the on-site visit :	
Chairperson	: Prof. N. Sundararajan Vice-Chancellor, Jain University 34, 1 st Cross, J.C. Road Next to Stock Exchange Bangalore 560002 Karnataka
Member-Coordinator	: Prof. Sudipti Banerjea Professor & ex-Head, Department of Commerce & Director, IQAC University of Calcutta College Street Campus Kolkata 700 073 West Bengal
Member	: Smt. Mary Pristilla Rina Lyngdoh Former Principal Shillong College Upper Lumsohra, Laithumkhras East Khasi Hills District Shillong 793003 Meghalaya
NAAC Coordinator	: Dr. M.S. Shyamasundar Deputy Adviser: NAAC

Section II: CRITERION-WISE ANALYSIS	
2.1. Curricular Aspects:	
2.1.1. Curricular Design & Development	<ul style="list-style-type: none"> • Academic programmes and courses are in consonance with the vision, mission and goals of the college • Introduced a number of new courses during the last 5 years keeping employability in mind and focus on multi-disciplinary approach in 3 courses • Curriculum designed by the university has relevance to the regional and national requirements and is based on the guidelines given by the UGC
2.1.2. Academic Flexibility	<ul style="list-style-type: none"> • Limited by university curriculum framework • Wide range of programme options including value-added certificate and diploma courses • Semester system in 28 programmes and annual system in 1 programmes
2.1.3. Feedback on Curriculum	<ul style="list-style-type: none"> • Mechanism to obtain feedback on curricular aspects from academic peers, alumni and students exists • The feedback about the performance of the teachers from students is partially being done by some of the departments • Feedback from potential employers is yet to be initiated
2.1.4. Curriculum update	<ul style="list-style-type: none"> • During the post-accreditation period, 03 multidisciplinary and 18 self-financed courses have been introduced (UG-06, PG-05, Certificate-07) • Restructuring of syllabi has taken place in 8 courses during the last 5 years • A number of faculty members are on the UG & PG Boards of Studies of Kurukshetra University

<p>2.1.5. Best Practices in Curricular aspects (if any)</p>	<ul style="list-style-type: none"> • Value-added programmes to enrich the university curriculum • Functional English has been introduced as a separate discipline in the add-on courses
<p>2.2. Teaching-Learning & Evaluation</p>	
<p>2.2.1. Admission Process and Student Profile</p>	<ul style="list-style-type: none"> • Wide publicity is given for admission to various courses through college website, prospectus, regional newspapers and through cable TV network • Admission is on the basis of merit in qualifying examinations • College ensures equity and access by admitting students from SC/ST, backward, economically weaker and differently-abled students as per the University and Government norms
<p>2.2.2. Catering to the diverse needs</p>	<ul style="list-style-type: none"> • Tutor-ward system is praiseworthy • Formal mechanism to identify slow and advanced learners done at the beginning of the academic year • Remedial programmes to cope with the demands of the curriculum may be extended and bridge programmes for educationally-disadvantaged students may be introduced
<p>2.2.3. Teaching-Learning Process</p>	<ul style="list-style-type: none"> • Academic plan prepared in line with the Kurukshetra University calendar and is integrated with the teaching-learning and evaluation process • Lectures, seminars, projects and computer-aided learning is used in teaching methodology • Audio Visual aids, LCD, OHP and other electronic gadgets are used for teaching, learning and testing
<p>2.2.4. Teacher Quality</p>	<ul style="list-style-type: none"> • 34 faculty have PhD degree, 33 have M.Phil.degree and 34 have cleared NET.

	<p>Few teachers have received awards and recognition by outside agencies</p> <ul style="list-style-type: none"> • Teachers are appointed strictly as per the UGC/ State Government guidelines. • Participation of all teachers in faculty development programmes (like Refresher Courses and Orientation Programmes and university-level/state-level /national/ international programmes) is desirable and more teachers may be encouraged to serve as resource persons in national/ international seminars/ conferences/ workshops
<p>2.2.5. Evaluation Process and Reforms</p>	<ul style="list-style-type: none"> • Internal examinations are conducted regularly and the marks are displayed on the notice board, circulated in the classes and communicated to the parents • Department-centric grievance redressal mechanism regarding evaluation is in practice. • PG students are required to submit written assignments which is evaluated and returned to them.
<p>2.2.6. Best Practices in Teaching-learning and Evaluation (if any)</p>	<ul style="list-style-type: none"> • Stress on the ICT based teaching-learning process
<p>2.3. Research, Consultancy and Extension</p>	
<p>2.3.1. Promotion of Research</p>	<ul style="list-style-type: none"> • Faculty is provided with academic support for pursuing M.Phil., Ph.D. and research publications. • Teachers are encouraged to attend seminars, conferences and workshops and also to publish papers in referred journals. • A research committee called UGC Proposal Committee has been constituted during the post -accreditation period.

2.3.2. Researches and Publications Output	<ul style="list-style-type: none">• 4 minor research projects sponsored by the UGC are carried out currently and 1 major and 4 minor projects have been completed• 15 research papers in International Journals, 26 in National Journals have been published during the last five years besides 03 abstracts and 8 books• Teachers have participated in 376 conferences and presented papers in 228 conferences and a few faculty are research guides for M.Phil. and Ph.D. scholars during the post- accreditation period
2.3.3. Consultancy	<ul style="list-style-type: none">• Free consultancy services to “The Ambala Scientific Instruments Manufacturers Association” is offered by the Department of Physics• Information on consultancy services available is disseminated to the stakeholders during interaction in various forums
2.3.4. Extension Activities	<ul style="list-style-type: none">• Extension activities are carried out by NCC cadets and NSS volunteers (a good number of them are girls students) and with the Rotary Club, Inner-Wheel Club, Jaycees and Lions Club of the region• A large number of programmes by NSS and NCC have been organized during the last two years• Extension activities include community development, health and hygiene awareness, blood donation camps, ground water testing (characterization of the physiochemical parameters), AIDS awareness, etc.
2.3.5. Collaborations	<ul style="list-style-type: none">• Collaboration with Ambala Scientific Instruments Manufacturers Association, Rotary Club, Inner-Wheel Club, Jaycees, Lions Club of Ambala and ICFAI exists• Department of Sanskrit has signed an MOU with the ALL SOFT SOLUTIONS INC of US

	<ul style="list-style-type: none"> The college may take initiatives for more collaborations with the NGOs and social organisations operating in the neighbourhood of the college
2.3.6. Best Practices in Research Consultancy and Extension (if any)	<ul style="list-style-type: none"> Publication of the Research Journal Purvamimaansa and the proceedings of various seminars, conferences and workshops
2.4 Infrastructure and Learning Resources	
2.4.1. Physical Facilities for Learning	<ul style="list-style-type: none"> The college has a campus area of 14.51 acres with a built up area of 58,720sq.m. It has adequate class rooms, well-equipped laboratories, auditorium, open air theatre and enough space for co-curricular and extra-curricular activities. Adequate facilities for indoor and outdoor sports and games are available Infrastructural facilities are put to optimum use
2.4.2. Maintenance of Infrastructure	<ul style="list-style-type: none"> Budget is earmarked under different heads for maintenance of land and buildings The finance and infrastructure committee takes care of the maintenance and separate staff are employed for the maintenance of hardware, instruments, electrical and plumbing works The computer and peripherals are maintained through regular college staff and service-providers
2.4.3. Library as a Learning Resource	<ul style="list-style-type: none"> The college library has 60,805 volumes (47,125 books, 10,625 textbooks, 3,055 reference books) and subscribes to 55 magazines, 35 Indian Journals and 06 foreign journals, 15 peer-reviewed journals, 187 back volumes of journal, 850 CDs / DVDs and 2,127 online journals Library is fully automated, has open access system, reading room and reprographic facility

	<ul style="list-style-type: none"> • There are materials for competitive examinations, Book Bank facility and N-LIST and INFLIBNET facility and the library functions for 8 hours on all working days and for 9 hours on examination days.
2.4.4. ICT as Learning Resources	<ul style="list-style-type: none"> • There are 271 computers in the college including a central computing-cum-internet facility • The college has a website which is updated periodically • Computer Education for 1st year degree students
2.4.5. Other Facilities	<ul style="list-style-type: none"> • An instrumentation centre, health centre, few residential accommodation for teaching and non-teaching staff • The other facilities include canteen, gymnasium, vehicle parking facility, 200 KVA power sub-station and three captive power plants • Hostel facility not available
2.4.6. Best Practices in the Development of Infrastructure and Learning Resources (If any)	<ul style="list-style-type: none"> • Optimum utilization of all infrastructural and physical facilities
2.5. Student Support and Progression	
2.5.1. Student Progression	<ul style="list-style-type: none"> • The drop out rates at the UG and PG levels are 6.01% and 9% respectively, indicating students leaving the college for some other courses • The pass percentage of the students in most of the disciplines is good and many students have taken distinctions and ranks in the university examinations • Nearly 30 to 40% of the students opt for higher studies, 20 to 30% seek employment and the rest take up their family business or start their own

2.5.2. Student Support	<ul style="list-style-type: none">• The college publishes its updated prospectus every year which contains all necessary information and is made available to all students• The college provides financial assistance for students in the form of freships and several scholarships (both from government and the college)• The college has a Student Counselling Cell, Grievance Redressal Cell, Women Cell and an Alumni Association
2.5.3. Student Activities	<ul style="list-style-type: none">• Students have organized and participated in sports and cultural events at University and state level competitions and brought laurels to the college• NSS volunteers have arranged camps and participated in various activities including RD Parade and 17 are awarded University Merit Certificate in the last year. NCC cadets have represented the college at RD parade and camps and have won awards• All the students of the institution are covered under insurance scheme.• Students exhibit and display their creative skills through the college magazine Sanatan Sancharika.
2.5.4. Best Practices in Student Support and Progression (If any)	<ul style="list-style-type: none">• Encouragement to sports students and financial support to meritorious and needy students• Conducts workshops on communication skills and other soft skills

2.6. Governance and Leadership	
2.6.1. Institutional Vision and Leadership	<ul style="list-style-type: none"> • The vision and mission of the college is in consonance with the stated objectives of higher education and the college strives hard to achieve for the upliftment of the society through education with the motto: Tamsoma Jyotirgamaya (lead me from darkness to light) • The management and the principal provide leadership and guidance in all academic and administrative matters and is focused towards the overall growth of the college • Management provides a congenial academic ambience and good infrastructure to realize the goals and objectives of the college
2.6.2. Organizational Arrangements	<ul style="list-style-type: none"> • The functioning of the college is managed by Sanatan Dharma College Society (Lahore), New Delhi • The Principal, Vice-Principal and the various committees and associations formed take care of the day-to-day administration, internal monitoring and co-ordination for the smooth and efficient functioning. • Mechanism exists for grievance redressal and to take care of the sexual harassment cases, if any
2.6.3. Strategy Development and Deployment	<ul style="list-style-type: none"> • During the post-accreditation period, many plan proposals like introduction of new programmes, augmentation of infrastructure have taken place • Regular interaction among the principal, faculty, IQAC and the members of the governing body indicates the sound institutional approach towards progress • Details of all students, college accounts and the working of the library are computerized and the MIS is effective
2.6.4. Human Resource Management	<ul style="list-style-type: none"> • Self-appraisal method of evaluation by teachers introduced during the post-accreditation period • Development programmes for both teaching

	<p>and non-teaching staff are noteworthy</p> <ul style="list-style-type: none"> • Effective manpower planning is necessary in terms of both academic and administrative modernisation
2.6.5. Financial Management & Resource Mobilisation	<ul style="list-style-type: none"> • Financial resources are mainly in the form of grant-in-aid, fees from aided and self-financed courses • Internal audit by the management and annual statutory audit by professional auditors is done and there are no major audit objections • The entire finance system is computerized and proper utilization of the funds received from various sources is ensured
2.6.6. Best Practices in Governance and Leadership (If any)	<ul style="list-style-type: none"> • Participatory management and various staff development programmes • Training for non-teaching staff on a regular basis
2.7. Innovative Practices	
2.7.1. Internal Quality Assurance System	<ul style="list-style-type: none"> • The IQAC has been reconstituted and its functioning has to be strengthened • Attempts are made by IQAC to institutionalize the best practices and to develop bench marks / parameters and standards in various academic activities
2.7.2. Inclusive practices	<ul style="list-style-type: none"> • Commitment to inclusive growth is there in terms of the policies regarding recruitment of staff (nearly 62% are women teachers and nearly 41% of non-teaching staff belong to SC/ST/OBC categories) and admission of students (nearly 54% and 32% of the students are women and from rural background respectively) • The institution is sensitive to the needs of differently-abled students • The Women Cell and the NSS unit of the college organize workshops and lectures to sensitize the staff and students on gender-related issues

2.7.3. Stakeholder Relationships	<ul style="list-style-type: none"> • Involvement of Alumni in the activities of the college is evident • The participation of students and faculties in NSS, NCC and the other clubs reflect their social commitment, making the institution relevant to the neighbourhood • Satisfaction of the stakeholders especially students and parents is visible
Section III: OVERALL ANALYSIS	
3.1. Institutional Strengths	<ul style="list-style-type: none"> • Good governance, pro-active management and sound financial position • Healthy academic ambience and the good work culture existing among the faculty • Sufficient infrastructure with scope for further expansion to introduce new and innovative programmes • Active participation of students in sports, NSS, NCC, cultural and extension activities and the good results in the final university examinations
3.2. Institutional Weaknesses	<ul style="list-style-type: none"> • Number of teachers having NET/SLET, M.Phil. and Ph.D. qualification is less compared to the total number of teachers • Collaboration with other research organizations of national repute is low • Inadequate internet connectivity and number of computers in proportion to the total number of students and teachers
3.3. Institutional Opportunities	<ul style="list-style-type: none"> • Scope for more job-oriented and add-on programmes • To establish more collaborations with other academic and research institutions of national repute • To identify the expertise among the faculty and to expand the consultancy services and to formalize it more efficiently
3.4. Institutional Challenges	<ul style="list-style-type: none"> • To strengthen the research activities in the form of major and minor projects and publications in

	<p>indexed journals (both national and international)</p> <ul style="list-style-type: none">• Living up to the expectations of its stakeholders particularly in the light of the college being accorded the status with Potential for Excellence.• To completely realize the vision and mission of the college
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Section IV: RECOMMENDATIONS

1. To start a few more women-related vocational short term certificate / diploma courses having potential for self-employment and a few PG courses in life sciences and MFC as suggested by the students
2. To strengthen the research culture and motivate the faculty to publish papers in national / international journals having high impact parameter
3. To motivate the faculty to take up major/minor research projects with funding from external agencies and to strengthen the collaboration with other academic and research organizations to cover all disciplines
4. To monitor students' progression to inculcate a value system in them and to strengthen the activities of the placement cell
5. To strengthen the activities of IQAC and to initiate performance appraisals of teachers
6. To increase expenditure on books and journals and to initiate the transport facilities as suggested by the students and parents
7. To expand the welfare schemes provided for faculty and non-teaching staff.
8. To provide coaching classes for competitive examinations like (IAS,IPS etc.) at the state and national levels.

9. To create virtual class rooms and to upgrade the facilities in the library and laboratories
10. To initiate steps with concerned authorities for getting the research centre recognition in the disciplines where research endeavour is more

/ agree with the observations of the Peer Team as mentioned in this Report.

Principal
(Dr. Desh Bandhu)

Prof. N. Sundararajan Chairperson
Prof. Sudipti Banerjea Member- Coordinator
Smt. Mary Pristilla Rina Lyngdoh Member
Dr. M.S. Shyamasundar NAAC Coordinator

Place: Ambala Cantt

Date: 20th August, 2011



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Sanatan Dharma College (Lahore)

Place : Ambala Cantt. Kurukshetra, Haryana

Criteria	Weightage (W_i)	Criterion-Wise Grade Point Averages (Cr_i GPA)	$W_i \times Cr_i$ GPA
I. Curricular Aspects	050	3.20	160
II. Teaching-Learning and Evaluation	450	3.66	1650
III. Research, Consultancy and Extension	100	3.20	320
IV. Infrastructure and Learning Resources	100	3.35	335
V. Student Support and Progression	100	3.60	360
VI. Governance and Leadership	150	3.23	485
VII. Innovative Practices	050	3.30	165
Total	$\sum_{i=1}^7 W_i = 1000$		$\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA}) = 3475$

$$\text{Institutional Score} = \frac{\sum_{i=1}^7 (W_i \times Cr_i \text{ GPA})}{\sum_{i=1}^7 W_i} = \frac{3475}{1000} = \boxed{3.48}$$

Grade = A

Descriptor = VERY GOOD

Date : September 16, 2011



NAAC
Director

- This certification is valid for a period of *Five* years with effect from September 16, 2011
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer