



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

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON**

**INSTITUTIONAL ACCREDITATION OF  
NESAMONY MEMORIAL CHRISTIAN COLLEGE, MARTHANDAM  
C-41154**

**MARTHANDAM  
Tamil Nadu  
629165**

**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:	NESAMONY MEMORIAL CHRISTIAN COLLEGE, MARTHANDAM MARTHANDAM Tamil Nadu 629165	
2.Year of Establishment	1964	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	25	
Programmes/Course offered:	8	
Permanent Faculty Members:	183	
Permanent Support Staff:	87	
Students:	3370	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Recognised minority institution 2. Established coeducational institution of the region 3. Lush green campus	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 26-05-2025 To : 27-05-2025	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. SARIKA JALAN	Professor,INDIAN INSTITUTE OF TECHNOLOGY INDORE
Member Co-ordinator:	DR. MUKTESH KUMAR SINGH	FormerProfessor,M J P R UNIVERSITY BAREILLY
Member:	DR. SHRIRAM YERANKAR	Principal,Arts And Commerce College,Warwat Bakal Tq.sAngrampur Dist-Buldhana
NAAC Co - ordinator:	Dr. A.v. Prasad	

## Section II: Metric and Criterion 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	<p><b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b></p> <p>The committee observes that for some of the course, namely management, the college are exceptionally well run and planned, where as other course require moderate to complete overhaul. For humanities the college needs to update the curriculum by involving more advanced course, as per the need of the hour, such a digital humanistic and workshop on AI inclusion. For physics, more emphasis should be on theoretical course as the department is more prone for experiments. Conduct of internal assessment we found apt enough. The college seems to have a transparent and efficient assessment mechanism, with a well-defined grievance redressal system. To ensure smooth conduct of exams, the college establishes an examination committee every academic year.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b></p> <p>To reinforce the importance of various cross-cutting issues, the institution has implemented various initiatives. Environmental Studies is a compulsory subject for first-year students, which helps them to understand the significance of environmental conservation and sustainability. Additionally, value-based education is integrated into the curriculum to instill human values and ethics in students. Personality development programs are conducted for final-year UG students to help them prepare for their future careers. As part of their minor elective second-year Literature students learn Indian Polity and Freedom Movement in India and History students are taught Business English. Likewise second-year students have a common paper called "Computers for the Digital Era." Staff members also exchange classes, teaching each other's subjects to promote interdepartmental collaboration. Eco English is taught to second-year literature students, Panniyam is prescribed for Tamil department students, and writing for Media is taught to third-year literature students. Furthermore, career guidance programs and motivational talks have been organized to help students make informed decisions about their future careers.</p>

### Qualitative analysis of Criterion 1

The institution is affiliated with MS University, and curriculum delivery process is adopted from the MS University. In addition, the college offers 15 add-on courses for the first year under graduate students, which have attracted an average enrollment of 60 percent, providing students with valuable skills and knowledge. The curriculum seems to integrate cross-cutting issues, such as human values, professional ethics, gender, environment, and sustainability, to provide a holistic education.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b></p> <p>The emphasis of the college is on management jobs and higher administrative posts such as preparation for IAS IPS jobs. Guidance for mid-level jobs should be more emphasized. A strong theoretical foundation is key. While students are involved in various societal activities, a more up-to-date curriculum and advanced use of AI-enabled techniques should be focused on.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p><b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b></p> <p>Based on one-to-one discussions with the students and staff members and one-day virtual visit, the committee concluded that assessment is transparent and grievance redressal systems are okay. They should advertise the grievance committee members' names and email IDs on all the college platforms so that staff and students can approach them. It seems that in many cases, students are not aware of the existence of grievance cells.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><b>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</b></p> <p>The institution adopts a rigorous approach to ensure academic excellence by strictly following the prescribed curriculum, which includes Program Outcomes and Course Outcomes . This alignment with the university's guidelines demonstrates the effort to providing students with a high-quality education that meets industry standards.</p> <p>By adhering to the curriculum and outcomes, students acquire the necessary knowledge, skills, and attitudes to succeed in their chosen fields. Faculty members try to delivering engaging instruction and assessments that align with the POs and COs, ensuring students meet the expected learning objectives. The institution states and displays Program Outcomes and Course Outcomes for all programs on its website, ensuring transparency and accountability. This aligns with the commitment to academic excellence and industry standards.</p>
2.6.2 QIM	<p><b>Attainment of POs and COs are evaluated.</b></p> <p>Explain with evidence in a maximum of 500 words</p> <p>The attainment of Program Outcomes (POs) and Course Outcomes (COs) is systematically evaluated to ensure that the educational objectives are met and that students are adequately prepared for their future careers. This evaluation process involves a variety of methods and evidence to ensure a comprehensive assessment.</p> <p>Internal Assessments: Regular assessments, such as internal exams, quizzes, tests, assignments, and projects, are conducted throughout the semester. These assessments are aligned with the POs and COs to ensure that specific learning outcomes are being met.</p> <p>End-Semester Examinations: Final examinations are designed to comprehensively evaluate students' understanding and mastery of the course material. These exams include a mix of objective and subjective questions that cover the breadth of the curriculum.</p> <p>Practical Examinations: For courses with practical components, laboratory work and practical exams are conducted to assess students' hands-on skills and their ability to apply theoretical knowledge in real- world scenarios.</p> <p>Indirect Assessment: Student Feedback: Regular feedback is collected from students regarding the</p>

effectiveness of the teaching methods and the extent to which they feel they have achieved the POs and COs. This feedback is used to make necessary adjustments to the curriculum and teaching strategies.

Alumni Surveys: Surveys of alumni are conducted to gather information on the relevance of the education they received to their professional careers. This helps in understanding how well the POs and COs have prepared graduates for the workforce.

#### Qualitative analysis of Criterion 2

The college has a grievance redressal system. The college also has an examination committee which changes each academic year. Each department also has its own committee to support the central examination committee.

The attainment of Program Outcomes (POs) and Course Outcomes (COs) is evaluated by the college to ensure that our educational objectives are met and that students are adequately prepared for their future careers.

The college is advised to emphasize more on targeting mid-level jobs as well in their teaching

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	<p><b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b></p> <p>The Institution Innovation Cell,functioning under the Ministry of Human Resource Development initiative to inculcate Innovation Culture on the campus and it is well active.Institution has achieved a 2.5 Stars rating out of 5 Stars by the MHRD based on the IIC performance.</p> <p>It seems that college has Incubation center in specific fields, but has to include more branches. But pre-incubation unit is being established with the honey business in the initial phase. The college has started the IPR cell recently.</p> <p>Entrepreneurship ecosystem is not upto the level.</p> <p>Workshops, Seminars and Conferences should be organized on IPR.</p> <p>More awareness programmes are needed.</p>
3.4	Extension Activities
3.4.1 QIM	<p><b>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</b></p> <p>College NSS units organized camps and programmes in the neighborhood community on a regular basis.These initiative have included Clean-up campaigns,health awareness campaigns and education programmes for underprivileged children. The NSS team has executed programmes demonstrating their commitment to serving the community, visits to orphanages, blind schools and cancer hospitals are notable. Programmes on important social issues should be organized in rural society.</p>
3.4.2 QIM	<p><b>Awards and recognitions received for extension activities from government / government recognised bodies</b></p> <p>College received three university level NSS awards. This recognition acknowledged college commitment to outreach and extension programs, which has made a positive impact on the community. The awards are Best Volunteer Award, Best Programme Officer Award and Best NSS Unit Award. College has received also appreciation letters from nearby government schools. Awards and recognitions for extension activities was not received from government.</p>

#### Qualitative analysis of Criterion 3

While the college has undertaken several initiatives for skill development and job placement, the committee feels that high-end research is still lacking. The college can recruit faculty members with strong theoretical foundations to drive theoretical research without high-end equipment, which needs high funds. Further, the college should seriously consider opening a small section for international schemes for students and faculty members to get global exposure. Instead of targeting local medical journals, they should target internationally reputed journals to publish their papers. First, they can invite faculty members from nearby Universities and institutions to deliver talks and introduce cutting-edge research.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</b></p> <p>The institution has adequate facilities for teaching-learning.</p> <p>Facilities for culture and sports activities are also available.</p> <p>It should be well maintained.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><b><i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i></b></p> <p>The library uses LMS software.</p> <p>The automation is partial.</p> <p>Automation should be 100 percent.</p> <p>UGC care listed journals of each subject should be subscribe.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><b><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></b></p> <p>IT facilities are available and updated.</p> <p>Smart classrooms, Smart labs should be increased.</p> <p>Internet facility should be increased. Better wifi connectivity should be there for online courses which students are undertaking</p>

Qualitative analysis of Criterion 4	
<p>The college has good infrastrcuture for teaching and other activities.</p> <p>There should be larger retirement room for Girls. Given such a high number of girls student, this is must.</p> <p>Also, canteen should be larger.</p> <p>Library should be updated more frequently than the practice currently. It should have online subscription of</p>	

key journals for all subjects.

Incubation centers should be there for more department, particularly economics and chemistry

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b> College has no registered Alumni Association.  Alumni Association should be registered. More active participation of alumni is expected.

Qualitative analysis of Criterion 5

While students have support from teaching faculty for various activities, a dedicated counselling cell should be there to support students with their career advise. In addition a counsellor should be recruited for mental well-being of students.

Although there exists adequate support to students for NET/GATE and higher administrative services such support is not upto the mark for mid level jobs.

There should be regular seminars for students on recent scientific and humanities concepts by inviting scholars from nearby renowned Institutions

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><b><i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i></b></p> <p>The institutional governance and leadership at institution are perfectly aligned with its vision and mission. This alignment is evident in various practices such as the implementation of the UGC policies,sustained institutional growth, decentralization, participation in institutional governance, and the Institutional Perspective Plan.</p> <p>The consistent growth in infrastructure, faculty and student strength demonstrates the expanding opportunities for learning. This growth opens up new avenues for societal progress and aligns with the mission to uplift the community through education. Empowering departments and cells to take ownership of their activities fosters innovation and accountability. The decentralized governance supports various units to contribute effectively to the college's excellence and progress. Encouraging participation from all stakeholders, including students, teachers, and non-teaching staff, ensures the diverse perspectives in decision-making. This inclusive approach aligns with to provide equal opportunities and a conducive learning environment for all.</p> <p>Various committees responsible for the aspects of institutional functioning contribute to the college's smooth operation and growth. From garden maintenance to research, these committees ensure that all areas of the college are aligned with goals of excellence and community empowerment. The governance and leadership are committed to make a positive impact on society by shaping the minds of future generations and inspiring them to become agents of change. It is believed that education has the power to transform lives and communities.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><b><i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i></b></p> <p>The institutional perspective plan outlines the college’s vision, mission, and strategic objectives, with detailed action plans for academic excellence, infrastructure development, student support, and community engagement. This plan is implemented through various channels to ensure alignment with the strategic goals. Key features of the institutional perspective plan focuses on key areas such as : Teaching-Learning Process -emphasising interactive and student-centred learning methods. Research and Development -Encourages faculty and student research initiatives. Financial Management - ensures transparent and efficient allocation of funds. Regular audits are conducted to maintain financial integrity. Library &amp; Resources- updates library collections to support academic research. It also provides access to digital resources and e-learning materials. Training and Placement- offers career guidance and training programs for students, establishes partnerships with industries for placement opportunities. Extra-Curricular and Co-Curricular Activities -promotes holistic development through various clubs and societies as well as events and competitions to enhance student engagement. Extension Activities:</p>

	encourages community service and outreach programs, focuses on social responsibility and sustainable development.
6.3	<b>Faculty Empowerment Strategies</b>
6.3.1 QIM	<p><b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b></p> <p>The institution is dedicated to the well-being and professional growth of both teaching and non-teaching staff. By implementing a robust performance appraisal system, effective welfare measures, and providing avenues for career development and progression, it strives to create a supportive and enriching work environment. Staff members are granted On Duty leaves to attend professional programs, along with Casual Leaves Medical Leaves Earned Leaves. These leave provisions ensure that staff have adequate time off for both personal and professional needs, contributing to their overall well-being and job satisfaction. Self-financed staff members who do not use their Earned Leaves are provided with a money-back option for the unused leaves. This policy offers financial flexibility and recognizes the dedication of staff who forego their leave entitlements. Every year end, staff members receive a substantial cash gift as a token of appreciation. This annual gift serves as a gesture of gratitude and helps to foster a sense of community and recognition within the institution. Children of non-teaching staff who are enrolled in our institution benefit from fee concessions. This initiative supports staff by easing the financial burden of their children's education and encourages staff retention.</p> <p>Two notable endowment awards are presented to children of non-teaching staff who achieve high academic marks. These scholarships honour academic excellence and provide financial support for further education. Staff members receive monetary support to attend Faculty Development Programs. This financial assistance helps staff to engage in professional growth opportunities.</p>
6.4	<b>Financial Management and Resource Mobilization</b>
6.4.1 QIM	<p><b>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</b></p> <p>The institution has a well-defined strategy for mobilizing and optimally utilizing resources and funds from various sources, including both government and non-government organizations. It conducts regular financial audits, both internally and externally, to ensure transparency and accountability. The external auditor conducts a thorough examination of the financial records and transactions, while the internal audit team reviews the financial management processes regularly. The institution categorizes various funds and perform audits to ensure their proper utilization. Admissions are conducted in accordance with Tamil Nadu Government rules. Fees receipts are issued to students upon payment, ensuring transparency in the collection process. The collected fees are utilized for various maintenance activities within the college, including infrastructure upkeep and operational expenses. A clean sheet regarding fee collection is properly maintained, ensuring accuracy and accountability in financial management. The institution receives grants for specific research projects, which have been utilized effectively to promote academic excellence and innovation. The funds have supported research initiatives, the purchase</p>

of equipment, and the organization of workshops and seminars. Detailed reports and financial statements are been submitted to the UGC, ensuring transparency and accountability. Funds received from the University for NSS camps and activities are used to promote social service, community engagement, and character building among students. These funds have been utilized to organize camps, workshops, and events, benefiting both students and the community. The institution ensures proper use of these funds, with regular audits and reporting to the University.

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

The Internal Quality Assurance Cell (IQAC) of the institution has been pivotal in advancing quality assurance and improving the overall effectiveness of the institution. By implementing strategic measures and innovative solutions, IQAC plays a critical role in improving various aspects of institution. Since its inception, IQAC has significantly contributed to refining teaching-learning processes, operational structures, and learning outcomes. To support faculty in delivering effective online education, IQAC conducted a program on online classes. This initiative aimed at enhancing the quality of online instruction. IQAC organized comprehensive training for staff on platforms such as Google Classroom, Google Docs, and Google Meet, and facilitated the procurement of the Zoom platform for seamless online sessions. These initiatives ensured that faculty and students could transit smoothly to virtual learning. IQAC led the development of the NMCC domain and website. This effort enhanced the online presence and provided crucial resources for both staff and students.

Program on Online Exams: A program to Take Exams Online also was organized to guide thousands of students through the online examination process, addressing their concerns and providing clarity on the new format. IQAC organized orientation programs for staff, non-teaching staff, and students, focusing on quality assurance, academic excellence, and student welfare. These programs aimed to align all stakeholders with the institution's quality standards and goals. IQAC plays a crucial role in the approval process for research centres, ensuring that the necessary standards and criteria are met for institutional research activities.

**Qualitative analysis of Criterion 6**

The institution has implemented a comprehensive perspective plan, focusing on key areas such as teaching-learning processes, research, and financial management. The plan ensures the efficient functioning of institutional bodies and aligns with our vision and mission. It has adopted e-governance in various operations, including administration, finance, student admission and

support, and examinations. This has enhanced transparency, accountability, and efficiency in the processes. Institutional Perspective Plan outlines the short-term and long-term goals and strategies, ensuring

for excellence in education and community empowerment. The institution is providing a supportive environment for students and staff, ensuring effective governance and leadership, and aligning our practices with our vision and mission.

**Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion 7)**

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<p><b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b></p> <p><i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>The institution has a strong ethical culture base and observes the highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, colour, creed, language, religion, political or other opinion, national or social origin, property, birth or any other status. Its a work culture led to the enrolment of more female students and female staff in the college.</p> <p>Safety, security and well-being, along with gender equity and a friendly working atmosphere are established. Annual gender sensitization action plans were prepared following International Women’s Day Celebrations and other gender equity promotion programs to ignite the responsibility of male students. Various important days are celebrated in the institution. Women’s Day Celebrations, Students’ Council Programmes, Annual sports meet, PTA general meetings, Alumni meets, Fine Arts Festival, Thiramai Thiruvizha, Association meetings etc. are conducted. The safety of the students are being monitored regularly by the Discipline Committee, Women's cell, and Anti-Eve-teasing Committee. The students are monitored through CCTV cameras. The counselling cell gives counselling to the students and staff. The academic departments also provide counselling classes &amp; programmes to students. A separate common waiting room is meant to female students and research scholars. Representation of women is provided in all bodies, facilities for women like retiring hall, girls hostel, reserved areas in canteen, sports facilities, ncc, nss- girls unit, women's bodies - women's cell etc. The institution prioritizes gender inclusivity by ensuring both genders are equally represented and valued.</p>
7.1.4 QIM	<p><b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b></p>

The students are trained to respect the nation and have patriotic feelings towards the country. The celebrations of national days like Independence Day and Republic Day instil these feelings in the minds of the students. Various competitions are conducted on different themes to make it reach the students. They are taught to respect other religions, respect the dignity of labour, tolerance and understanding, endurance and a democratic spirit. The teachers are also inspired to instil values and pass them on to the younger generation. The teachers are motivated to appreciate the students, help them to keep the campus clean, be punctual and learn the importance of time. The institution organizes national and international commemorative days, events and festivals. National festivals play an important role in planting the seed of nationalism and patriotism among the students. The institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to great national leaders. The staff and students of the institution together celebrate these occasions and spread the message of unity, peace, love and happiness. The institution organizes national and international commemorative days, events and festivals. National festivals play an important role in planting the seed of nationalism and patriotism among the students. The institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to great leaders

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**

**Best Practice 1: Transforming Students, Transforming Society**  
 The institution aims to develop students who possess both academic knowledge and essential community skills, inspiring a sense of social responsibility and encouraging them to actively contribute to society. Our focus is on instilling empathy, compassion, and a sense of shared responsibility among students. By incorporating community service, we aim to create an atmosphere that is not only focused on academic excellence but also on the holistic development of students. This dual focus helps prepare students to be socially responsible citizens who are equipped to contribute to positive change in society. The institution has its aim to provide a comprehensive, value-based education to uplift marginalized communities. The objective is to break the chain of poverty by focusing on higher education that is skill- oriented and emphasizes empathy, compassion, and mutual support. This approach prepares students to be socially responsible citizens who can drive community development and progress. Student's Cycle Help approach is centred on paying it forward

**Best Practice 2 : Shaping Minds, Shaping Futures**  
 The objective of this practice is to develop moral values, ethical thinking, and responsible behaviour in students from a young age, starting from the first year of college. This initiative aims to promote overall growth by instilling a strong sense of integrity, empathy, and social responsibility in students. The practice uses engaging methods such as interactive discussions, class works, and presentations to teach moral education.

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**

The institution is committed to elevate the standards of education and contributing significantly to

the progress and prosperity of its community. The vision reflects the college's aspiration to be a beacon of high-quality education that not only meets but exceeds the evolving needs of students in a globally competitive world. By fostering an environment of academic rigor and ethical values, it aims to pave new pathways for success and advancement, thereby playing a crucial role in shaping the future of its students and their communities. The institution began as a modest institution with a vision to uplift the lives of the rural and disadvantaged populace of the region. Its foundational goal was to provide quality education and open doors to opportunities for those who had been historically marginalized and underserved. Over the decades, the institution has grown from its humble beginnings into a prominent educational institution. This ascent in status is a testament to the college's unwavering commitment to academic excellence and its deep-seated sense of social responsibility. From its modest beginnings to achieving high recognition, the institution has remained steadfast in its commitment to serving the underprivileged socio-economic community of the region. The institutional distinctiveness is deeply rooted in its commitment to inclusivity, student-centeredness, and social mobility. By creating a supportive and nurturing environment, it continues to empower its students to achieve academic success and make a meaningful impact.

#### Qualitative analysis of Criterion 7

The institution develops a culture that values inclusivity and equal opportunities, prioritizing safety, security, and well-being. It is developing programs to promote gender sensitization and equity, including annual action plans, Women's Day celebrations, and counseling programs. The institution fosters a sense of patriotism, respect, and values among students through various activities. The institution also works on its sustainability initiatives, including solar power generation, energy-efficient lighting, waste management, water conservation, and e-waste management. Value education and moral education classes are being developed to reinforce values like respect for all religions, dignity of labor, and environmental awareness. Teachers encourage students to develop good habits like punctuality, cleanliness, and time management.

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### Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

#### Overall Analysis

#### Strength:

**Regular Assessments :** The institution conducts regular assessments and strictly adhere to the academic calendar, ensuring students stay on track with their learning objectives.

**Faculty Involvement :** Many of teachers are part of board evaluation, question paper setting, and doctoral

committees, ensuring curriculum is relevant and effective.

Good Pass Percentage : Effective curriculum delivery has resulted in a consistently good pass percentage.

Successful Add-on Courses : Addone courses have been highly successful, providing students with valuable skills and knowledge.

Excellent Feedback : The institution receives excellent feedback from students and alumni, indicating our curriculum meets their needs and expectations.

### **Weaknesses:**

Restrictions in Flexibility : syllabus has restrictions in terms of flexibility, limiting ability to make changes or adaptations.

Limited Cross-Cutting Issues : The restrictions in the syllabus limit the institution to integrate cross-cutting issues upto some extent.

Time-Bound Constraints : The time bound constraints affect ability to accommodate extra courses and additional activities.

### **Opportunities:**

The institution can significantly enhance its research profile by encouraging faculty members to undertake more research projects. Providing necessary resources, and funding, and establishing research committees to guide faculty can help in identifying potential research areas. With other institutions locally, exchanges can be facilitated seamlessly, fostering collaboration and knowledge sharing among students and faculty.

The institution is to thrive in renewable energy resources. The potential exists to expand this initiative to cover numerous buildings and blocks.

The institution holds significant potential fo enhancing employment opportunities across diverse fields ranging from arts and sciences to management courses.

### **Challenges:**

Inviting multinational companies : There is a perceptual barrier where MNCs overlook arts and science graduates for roles demanding specialized technical skills or industry-specific knowledge. This perception hinders the institution's efforts to attract MNCs seeking candidates for job opportunities.

Syllabus Constraint : The institution's affiliation with the university restricts flexibility in adjusting syllabus scope. This limitation not only impacts the institution's ability to cater to evolving industry needs but also hinders efforts to attract multinational companies seeking candidates with specialized skills or knowledge. The fixed syllabus scope affects the college's overall academic agility and responsiveness to industry trends.

MoUs : Signing MOUs with reputed organisations is currently challenging. As a government-aided arts and science college, navigating management policies and bureaucratic procedures hinders the process. These policies involve rigorous approval steps and strict adherence to guidelines, which often do not align smoothly with the timelines and requirements of potential partners. Additionally, reputed institutions typically have stringent criteria for collaborations, including thorough evaluations of the college's capabilities, alignment with their academic or research objectives, and considerations of geographical proximity and resource availability. These factors create obstacles in establishing partnerships through MOUs,

#### **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)

- Introduction of professional and job oriented programs AI, data science, complex systems, bio-technology, quantum computation
- Efforts for more functional career counselling cell and coaching facilities for competitive exams/NET
- Initiative for add-on and skill development courses
- Emphasis for more campus placement
- Encouragement for research activities and acquiring research projects and funding
- Active alumni engagement in a structured manner
- Requirement of incubation centre for the encouragement and promotion of start ups
- Development of spacious canteen facility for students
- Scope for the field based studies and the society connect

**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. SARIKA JALAN	Chairperson	
2	DR. MUKTESH KUMAR SINGH	Member Co-ordinator	
3	DR. SHRIRAM YERANKAR	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place

Date