



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

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
VLB JANAKIAMMAL COLLEGE OF ARTS AND SCIENCE
COIMBATORE
Tamil Nadu
641042**

**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:	VLB JANAKIAMMAL COLLEGE OF ARTS AND SCIENCE COIMBATORE Tamil Nadu 641042	
2.Year of Establishment	1992	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	12	
Programmes/Course offered:	22	
Permanent Faculty Members:	127	
Permanent Support Staff:	85	
Students:	2448	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. An Autonomous Co-ed college in urban area located nearby industrial hub 2. Department of Costume Design fashion run in very efficient manner 3. Considerable number of OBC and Scheduled Caste students coming from rural background are enrolled	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 11-08-2021 To : 12-08-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. T V KATTIMANI	Vice Chancellor,Central Tribal University of Andhra Pradesh
Member Co-ordinator:	DR. AJEYA K GUPTA	Professor,DEEN DAYAL UPADHAYA GORAKHPUR UNIVERSITY
Member:	DR. SWAMI BHUDEVANANDA	FormerPrincipal,RAMAKRISHN A MISSION RESIDENTIAL COLLEGE
NAAC Co - ordinator:	Dr. Devender S Kawday	

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

Qualitative analysis of Criterion 1

The college takes pride for the Autonomous status attained in year 2010 because it facilitates freedom of framing its syllabus in accordance with the vision and mission of the college to meet out the local, regional, national and global requirements to inculcate the desired values and to promote the use of technology with a goal of academic excellence. The syllabus is revised periodically keeping with the Program Outcomes, Program Specific Outcomes and Course Outcomes. The entire curriculum is divided into 5 major components : Language and English are provided under Part I Part II components respectively. Strong foundation in their respective majors is acquired through Part III Core courses, Inter Department Courses and Elective courses. The Application Oriented Courses offered in Part IV provides wide knowledge in their respective programs. Extra Department Course provides the facility to opt for non-major courses. Part V offers co-curricular and extra-curricular activities such as Sports, NSS and NCC, and other cultural activities. Courses are designed in such a way that they satisfy local, regional, national and global requirements. The courses offered reflect the current needs in the curriculum. With the implementation of the quality curriculum, the students, apart from attaining professional knowledge and values in the chosen discipline, also acquire attributes which facilitate them to work effectively in teams. Although POs, PSOs and COs of the programs offered are prepared, however the process of deriving it is not visible. These all can be improved by adopting an analytical method of deriving POs, PSOs and COs.

The programs offered assimilate in the crosscutting issues relating to skills of habitate, gender, environment, sustainability, human values and professional ethics. The curriculum designed by the college includes many of these aspects in the relevant segment of syllabi. Good efforts appear to have been made by the Institution to integrate all the issues in curriculum and in relevant order and places. The syllabus is planned and divided in such a manner that core, electives and skill courses, almost in all the programs in various disciplines of Science, Arts and commerce, successfully touch upon each and every of these essential elements. Some courses such as Women Studies, Entrepreneurship Development, Labour Laws and Industrial Relations, Environmental Studies, Cloud Computing, Fiber to fabric, a course on Value Education which all the learners at the undergraduate level undergo, need special mention as it gives due importance to Personal Excellence, Social Relevance, Human Rights, Service to the Society , National Cohesiveness, Global Adhesiveness and Spiritual Oneness.

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 including online resources for effective teaching and learning process.
2.3.4 QIM	Preparation and adherence of Academic Calendar and Teaching plans by the institution
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The college take care to organize such events and activities that could take care of slow as well as advance learners at equal pace. For this it conducts test to recognize such students, runs orientation programs, remedial classes and also organize Bridge courses from time to time. Bridge courses are specially run to make up the learning gaps in English, Telugu, Mathematics and personality development. Slow learners, thorough remedial classes get special mentoring in the divided sessions of eight hours. Advanced learners are encouraged to undertake addition credit courses in designated semesters, both in UG nad PG programs. Initially parents are included in the induction cum orientation programs to sensitize them with the courses, rules and plans so that they could assist their wards along with the college in filling the gap fast. All these activities finally aim at encouraging to participate in various inter-collegiate competitions, group discussions, and technical quizzes to develop analytical and problem solving abilities in them. These help them provide opportunities to develop creativity by participating and organizing inter-collegiate events, motivating to take up competitive exams, and zero down to conferring with various awars such as 'Best Outgoing Student' award during the College Annual Day.

The college deems to delve adequately on ICT as it firmly believes that technology can provide an extra edge to the teaching learning process in the institutions of higher learning. Hence, it broadly adopts LCD Projectors, LAN with Wi-Fi facility, video conferencing, E-resources, CDs, E BOOKS, E Journals, NPTEL, INFLIBNET and Live Demonstrations through Smart Class Rooms, Computer Laboratories fitted with LAN and WiFi connectivity. However, it needs latest and licensed softwares including the operating systems on its computers, to be installed for the optimum utilization of the hardwares.

There is a committee that formulates the academic calender for every year in a formal and detailed manner.

College makes it a point to follow the academic calendar in every manner. This is circulated amongst the faculty members and students to facilitate to plan accordingly within the stipulated time and manner. The calendar goes as per the academic year, which is divided into “Odd” and “Even” semesters, each semester mandatorily having at least 90 days. At the end of 35th day and 70th day Pre-model and Model examinations are conducted apart from several other essential, relevant and facilitating information contained in the academic calendar.

The college has a well established and efficient examination system regulated by an examination committee that comprises Chief Controller of Examinations (Principal), The Controller of Examinations (COE), Deputy Controller of Examinations (DCOE), Assistant Controller of Examinations (ACOE) and the members. The reforms made in examination rules and procedures, question papers, marking of answersheets, regular examinations, special supplementary examinations, backlog examinations and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution. The CIA with 30% of total marks based on Attendance, Assignment, Seminars, Quiz, scores of Pre model and Model Examinations, is well used in the system to assess the learning abilities of the students, to further help to identify students with learning difficulties at the earliest for recommendation to remedial classes. This is working in an IT-integrated environment, however in order to use it in the most efficient manner a mobile platform is required that can involve all the students in an effective manner.

The Institution measures the attainment of the outcomes with the help of two different assessment tools. Direct Assessment and Indirect Assessment Tools. Direct Assessment Tools are performance through CIA and End Semester Examinations. Indirect Assessment Tools used are the Performance of students recorded through the progress at the end and after the completion of the programme with the following three parameters: 1. Placement; 2. Progression to Higher Education and Research and; 3. Entrepreneurship development. The process involved in POs, PSOs and COs attainment evaluation is, however not measured statistically by using appropriate tools through the relationship reached between COs and POs, PSOs, which must be mapped through scoring 0 to 3 as assigned for 3 being most positive.

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

Qualitative analysis of Criterion 3

The college makes efforts for the research and publications. Here research activities are co-ordinated by a Centre of Research (CoR), led by a Research Coordinator who is under direct supervision of the Principal. CoR Members are held responsible for overall functioning of research activities. The Minor and Major research proposals are claimed to be routed through CoR for strict quality control. However, the number of research projects and funding has been quite limited. The college need to focus on getting more of major and minor projects to be funded by the national funding agencies. Moreover, efforts to enhance quality publications in the national and international journals is desired.

The college exhibits efforts towards promoting innovation, creativity and entrepreneurship development. Entrepreneurship Development Cell (EDC) established in the college plays a good role in this regard. It organises activities aimed at nurturing the spirit of innovation and entrepreneurship among students. The cell coordinats various activities to promote entrepreneurship and service as a pivotal point for creating entrepreneurial opportunities for the enthusiastic entrepreneurs. However, the college itself doesnot have its incubation center. It executed a tie-up to use the incubation center of P.S.G.R. Krishnammal Arts and Science College for Women, which appear to have used in a very limited manner.

There are provisions to promote extension activities which are also carried out in the neighborhood community, sensitizing students to social issues for their holistic development and impact thereof. Every department of the institution has department student association, which plays a major role in motivating students by conducting extension activities and give importance to societal contribution like initiating to regular cleansing of temples for Swatch Bharat scheme, organising awareness programs, teaching grammar to Government school children and encouraging use of paper bags instead of plactics to the public. The institution encourages creative clubs, one of such as who initiated 'Nammazhvar' organic farming club to cultivate the habit of adopting organic farming in the nearby villages. These all can be more fruitful, both for the students of the college and the community adopted, if worked out with an integrated and long term plan.

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, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, 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	<i>Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities</i>
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

The Institution has 8.1 acres of land having structures for different scholarly purposes, such as classrooms, labs, auditorium, library and so on. It has 2 seminar halls and 1 conference hall with an open air auditorium. There is a Media and Research lab equipped with the latest gadgets. It helps the students to perform various lab practicals. College has an air-conditioned Board Room equipped with audio-visual and recording facilities and sound system to be used for conducting meetings and activities like group discussion. Apart from this the college has 3 Academic Blocks, 87 classrooms and 3 Seminar halls. It has 25 LCD projectors, 16 printers and 11 scanners and two smart class rooms with one English Language Laboratory to enhance the ICT facilities for the teaching and learning process. It has seven computer labs with 557 computers in all; connected to the internet and LAN. Students' Laboratories are equipped with good number of installation and materials to carry out practicals, projects and research works. A library with 38,406 printed books, many a printed periodicals (National Journals 79, National Magazines 102, International Journals 16 and Inter National Magazines, CDs, e-journals and e-books subscribed, which offer ample opportunities to the students as well as faculty members in accessing study materials and e-resources. N-LIST is being used herein. Library is automated using AutoLib software for an Integrated Library Management System. Although the College has uninterrupted power supply facility with 110 KV UPS and 110 KV Generator, it can be easily boosted by saving money through adequate installation of solar pannels. The college need to develop a better IT policy covering wi-fi, cyber security, etc., and allocates budget for updating its IT facilities in order to meet its challenges in the changed scenario.

College has a sports ground providing for outdoor games like Football, Basketball, Handball, Volleyball, Athletic events, Kho-Kho, Kabaddi, Cricket and Badminton, Yoga classes and NCC activities. For indoor games like Table tennis, Chess and Carom, there are sports room with ample storage of sports equipments. College conducts Outdoor and Indoor sport events. Outdoor sports like Volleyball, Handball, are conducted and Indoor sports are conducted in our premises. College maintains its own fitness centre which includes Multistation Gym, Treadmill, Bench press, Dumbbells, Bodyweight exercises, Gym hall exercises and others. College provides a multitude of extracurricular and cultural activities for which adequate provisions and infrastructural facilities are in place. Yoga and Meditation classes need to be added, however it be better if added in the form of some new course.

Library is automated using Integrated Library Management System (ILMS).

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

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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	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Qualitative analysis of Criterion 5

“Manavar Mandram”, the Student council of VLBJCAS comprises of Chairman, who is chosen amongst the final year students and a Secretary from the Second year. They are nominated on the basis of academic performance and percentage of attendance gained in their previous semesters. These representatives from Department association act as members of the different councils like Placement and Sports committees. The student council in the college seem to play an active role and ensures participation of all the students along with the college management for enhancing the quality of the teaching learning process in the college.

The College has a registered Alumni Association comprising a Chairman, Vice-Chairman, Secretary, Joint Secretary and 2 Executive Members. The members of Alumni Association meet at regular intervals with an agenda to plan and contribute to the well being of current students further college development. The alumni help the institution in non-financial terms through alumni interaction programs. The alumnus acts as a member in the Board of Studies and they give their valuable inputs to frame the syllabus. They assist current students and alumni in career planning, placement and transitions.

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 an effective leadership in tune with the vision and mission of the Institution
6.1.2 QIM	The effective leadership is reflected 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 and service rules, procedures, etc.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression
6.4	Financial Management and Resource Mobilization
6.4.1 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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)
6.5.2 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

The governance and leadership in the Institution is through an organizational structure and various bodies are formed through policies, regulations and guidelines framed as per ordinances of the university and rules of the state government. Vision and mission in further guide about how it works. The management at VLBJCAS includes chairman, CEO and secretary, principal, heads of the departments, faculty members. The principal directs the college keeping in mind the vision and mission and guides the faculty members. The faculty members are designated to various statutory bodies and committees of the Institution wherein they are involved in the development and decision making of the management system at various levels. Principal ensures the academic and administrative procedures get executed as per rules only pass through regular ISO

audits by the committee members.

College has a well laid down structure used by qualified and competent teams. The Institution practices decentralized and participative management approach in the most of its activities along with the process of initiatives and decision making by involving HODs and faculty members at all the levels. The committees review the progress in various functions and accordingly prepare necessary and timely action plans for ensuring exact execution with excellence in respective areas. Thus, an effective leadership is reflected in various institutional practices such as decentralization and participative management.

The institution tries to keep track of its strategies and its implementation through variety of tools eg., committees, MoUs and adopting external and outsourced expertise such as guest lectures, workshops and special lectures with the help of external experts, industrial visits, internship and so on. Though it is widely achieved as per the perspective plans, however it needs continuous review to keep it all in right track as per the perspective plans. Thus, the functioning of the institutional bodies appears to be effective and efficient from policies, administrative setup, appointment and service rules, procedures followed in the college.

Employers and employees both contribute to the PF accounts. College pays PF to the Teaching and Non-teaching staff members as per the statutory norms. Insurance is provided to the employee, as the premiums are employer-paid. Educational Fee Concession for wards of the Non-Teaching Staff Members is available. The college provides financial assistance to support the members of faculty to attend and present papers in international and national conferences which are organized by other colleges. Seed money is given to faculty members to take up research projects : The college provides seed money for research projects to faculty members and encourages them in doing major and minor projects for ICSSR and NCERT. This in turn benefits the members of faculty academically. Transport facility is given to all the faculties at the Concessional rate. There is a provision of advance to non-teaching staff in critical times. It is all indicative of effective welfare measures and avenues for career development and progression.

Internal and external audits are regularly done in the college as evident from the reports preserved in the account office.

However, the Institutional strategies for mobilisation of funds and the optimal utilisation of resources is under question because of little funds raised during the last five years. The amounts shown as earning from consultancy is neither appropriate for the category nor adequately to be named up to the mark.

IQAC of any college plays a vital role in institutionalizing quality assurance strategies through varied means. The Management can track the activities and evaluates the decisions made by IQAC. The IQAC in this college has contributed extensively leading to an incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives. IQAC here initiated several activities to enhance teaching learning process and the development of faculty towards upscaling future challenges. It directed the technological upgradation of the campus. It made efforts for research orientation by organising workshops and recommending teachers to attend and organise conferences. Internal systems have been created for the continuous tracking of procedures and proceedings. A feedback system is evolved that is working since years. However, it need an overhaul in terms of collecting the right information in a right way for an interpretation in the right manner. It needs to be improved by making the feedback analysis process statistically robust and realistic. Keeping in view the recommendations made by the previous NAAC Peer Teams, the IQAC need to complete the unfinished recommendations and intensify its efforts for incremental improvements to be made in view of quality needs and and post accreditation quality initiatives.

NAAC

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

The College has shown gender sensitivity in providing facilities of safety & security, counselling and common room etc. The College Campus has been provided with a boundary wall. The entire college is under CCTV surveillance and security guards are posted at the main entrance. Grievance redressal cell, Sexual Harassment prevention and anti-ragging committee are taking care of the security of students against ragging and any other grievance.

The College has a cell to protect women students from any kind of distress, discrimination and harassment. Many of the committees of the college are headed by women. Thus, there is sufficient protection for girls.

In the beginning of each academic year arranges talks on gender sensitisation, inclusive growth and healthy environment practices. A separate Girls' Common Room has been arranged.

Student mentoring is in vogue. Each teacher is allotted around 25-30 students for mentoring purpose. The mentee will act as a friend, guide and philosopher of the students.

The College encourages the student community to go green. Students and staff come to the college by bicycles, public transport & 2 wheelers. Endeavour is given to make the campus plastic free & paperless office.

Waste paper baskets and dustbin are provided in every corner of the buildings. Use of plastic is prohibited in the campus. Steps are taken for disposal of chemicals, glassware and garbage.

Rain water harvesting structures and utilization in the campus are well placed and in proper working condition. However, solid waste and e-waste management need to be further promoted. Funds for green initiatives and waste management are not yet earmarked.

The College organises national festivals and birth / death anniversaries of some great personalities.

Transparency is maintained in the financial, academic, administrative and other auxiliary functions. Academic activities are all transparent. The framing of syllabus, teaching, evaluation, declaration of results etc are systematic.

The website is periodically updated. Feedback from students, faculty, alumni and stakeholders is also considered while reviewing the information to suit the needs of the present market. However, a system has to be developed for the proper analysis of feedback mechanism.

Moderate resources are available for the differently abled (Divyangjan) students. The College should also make efforts to develop its own institutional distinctiveness in academic and managerial activities in keeping with its vision. Also, efforts should be made to develop a thrust area for research.

The College should move forward in developing its own distinctiveness in specific areas.

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

Strength:

Strengths:

1. Location of the college in the heart of the city.
2. Committed faculty.
3. Appreciable student involvement in extension activities.
4. Highly supportive management.
5. Technically advanced infrastructure.
6. Application of green initiatives.

Weaknesses:

1. Sub-optimal involvement in environmental protection and waste management.
2. Inadequate resource mobilisation for research.
3. The student strength is decreasing and a large number of seats are vacant.
4. Absence of collaborative academic activities.
5. Very limited research and publications by the faculty.

Opportunities:

1. To optimise academia industry linkages.
2. To start new locally relevant courses.
3. To promote collaborative research.
4. To motivate teachers for project work.
5. It has scope to increase skill development value added and vocational programmes to enhance employability.
6. To augment academic support to freshers and slow learners.
7. It has ample possibilities to undertake innovative and incubation centres for entrepreneurship and developmental programmes.

Challenges:

1. Augmenting resources for economically backward community students.
2. Improve carrier guidance and counselling.
3. Seeking greater alumni participation for funding & placement.
4. Raising resources for research and allied activities.
5. To ensure that the sanctioned seats are filled.
6. Improving the communicative English capabilities of rural students.

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)

- Strengthen coaching facilities for NET / SLET and competitive examinations.
- Greater emphasis be given to help the teachers participate in faculty development and similar programmes.
- Generate more funds from agencies like UGC, DST, DBT, CSIR and CSR.
- Teachers must be encouraged and motivated to adopt good research culture and join MOOC courses to hone their skills.
- The institution should strive for “College with Potential for Excellence” recognition from the UGC
- Encourage teachers to publish books and research articles in professional peer reviewed journals with high impact factor. They should also be motivated to apply for Major Research Projects from the UGC and other funding agencies.
- Start skill oriented Certificate and Diploma courses to suit local needs in adjunct with SWAYAM and MOOC Programmes on National & International platforms.
- To apply for NIRF Ranking
- To take immediate steps to Industry Academia linkages.

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. T V KATTIMANI	Chairperson	
2	DR. AJEYA K GUPTA	Member Co-ordinator	
3	DR. SWAMI BHUDEVANANDA	Member	
4	Dr. Devender S Kawday	NAAC Co - ordinator	

Place

Date

NAAC