INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
MARIS STELLA COLLEGE (AUTONOMOUS)

VIJAYAWADA
Andhra Pradesh
520008

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:	MARIS STELLA COLLEGE (AUTONOMOUS) VIJAYAWADA Andhra Pradesh 520008
2.Year of Establishment	1962
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	4
Departments/Centres:	22
Programmes/Course offered:	23
Permanent Faculty Members:	95
Permanent Support Staff:	56
Students:	1695
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Oldest Minority Women Institution 2. College with Potential for Excellence 3. Catering to educational need of girl students from marginalized sections
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-08-2019 To : 08-08-2019
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. SURENDRA GAKHAR	Vice Chancellor,Indira Gandhi University
Member Co-ordinator:	DR. USHA RANI NARAYANA	FormerDean,UNIVERSITY OF MYSORE
Member:	DR. T PALANEESWARI	Principal,THE STANDARD FIREWORKS RAJARATNAM COLLEGE FOR WOMEN
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QlM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

As Autonomous institution, this college has academic freedom. Designed the curriculum keeping in view the recent strategies and updated technology that instills confidence, improves overall personality and empowers women.

Formulated clearly and uploaded in their websites LOs, POs, PSOs and COs that have relevance to local and regional needs. Various courses that have been offered by the college would direct the students to practice/follow ethical values during their college life as well as in corporate life.

There is increase in the number of programs since 2013 in UG courses but not so in PG courses. Two programmes MCA and MSc statistics have been discontinued. 3 New courses have been introduced in 2017. CBCS has been implemented.

Based on the suggestions of the stakeholders, revised the syllabi and introduced innovative courses also. However, the curricula of Food science, Journalism needs to be strengthened as these have greater potential of employability. The college through training and other programmes has taken initiative to improve the employability skills of the students.

  The college also focuses on issues of marginalized community groups as the inequities are existing in society. In addition, it also focuses on Empowerment of Women and protesting against atrocities against women through cultural programmes.

To make the students grow into humane individuals, college organized seminars and workshops on Professional ethics and etiquettes.

The college creates environmental awareness among the students through various eco-activities which would help in the cognitive development and empathy with ecosystems on mother earth.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Preparation and adherence to Academic Calendar and Teaching plans by the institution
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QlM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QlM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The college offers bridge courses. **Advanced learners** are encouraged to take up additional online courses and certificate courses to gain skills and entrepreneurship and earn extra credits. Students those who excel in studies are awarded with scholarships and proficiency prizes. **Slow Learners** are given remedial coaching to improve their overall performance. First generation learners are assisted by the faculty to help them to adapt to changes. Peer teaching helps create interest in learning and motivate towards active participation.

The college has adopted **participative learning** through role play, group discussions, pair work, peer teaching, group work, quiz, internship, group discussion, PPTs, poster making, and question-answer method. Co-curricular activities train the students in different life skills and enables experiential learning. Through mini and major projects, they inculcate research culture in the minds of final year students.

The college handbook is distributed at the beginning of the **academic year**. Teaching plans are prepared in advance and displayed in website. Students are well informed. Continuous Assessment which is the core of CBCS is conducted in a more organized way by keeping the students informed. Course teachers record their teaching plans in the Annual Academic Plan Register. Every teacher maintains diary which is verified every week by HoD and overseen by the Principal.

To overcome the difficulty of getting experienced external examiners and to ease the burden of examination fee for double valuation on the 70% students from economically challenged sections, the institution switched over to single spot valuation.

Keeping in mind the disadvantaged socio-economic sections who necessarily miss classes to render domestic assistance during harvesting seasons, they lowered the minimum attendance requirement from 85% to 80%.

The college adopts **Continuous Assessment** which has two components compulsorily to be taken by the

students, Component I comprises of two tests for 30 marks. Average of the two tests is considered. Second component carries 10 marks are allotted for class activities.

The examination system has been ICT enabled with online fee payment and distribution of marks sheets in all UG courses. However, complete automation using Examination Management System (EMS) is not implemented. There is scope for IT integration to maintain greater degree of transparency in the evaluation system at UG level. SPRS customized system is used to maintain examination results and hall tickets.

College follows grading system in UG. There is administrative mechanism for revaluation of answer scripts at UG level. However, in the age of ICT fully integrated system is yet to be implemented.

Students, who fail to get the required minimum marks of 16/40 in CA, are permitted to take the CA test subject to the discretion of the Controller of Examinations. Repeat CA for I / III / V Semesters are conducted in November and II / IV / VI Semesters are conducted soon after the SEE. The college permits re-examination for all theory courses of I to VI Semesters in the subsequent semesters to enable students to clear the backlog. Advanced supplementary examinations will be conducted for students who fail in VI semester.

The Goals and Objectives of every Department, Learning Objectives (LOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the courses are displayed in the College Website to be viewed by all stakeholders.

Attainment of course outcomes is measured on a three-point scale. The performance of students in examination is good. The study claims that students have improved their performance by gaining knowledge and improving capability of writing reports, projects and developed oratory skills by participating in group discussion. Students score on knowledge but in terms of specific skills, college talks about performance in web designing. It signifies the need to apply such skill learning in all courses.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QlM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QlM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

There is no incubation centre. It is in the planning stage and aspires to set up one such centre for startups and acquire patent rights. Currently, no start-ups and workshops/seminars conducted on Intellectual Property Rights and Industry-Academic innovative programs. However, college has been providing the hands on training for mushroom culture and vermi-compost to students

The college by organizing the annual Christmas Fete raises funds which are distributed to the inmates of orphanages, old age homes and to the destitute women.

The institution offers Midday Meal Scheme, waives fee and allows payment of fee in installments to the needy students.

Field Projects, Internships, Extension activities organized by NGOs and the AP Government are taken up with great commitment and enthusiasm by their students.

To sensitize the students towards social issues, the college coordinated the baseline survey of SWACHH BHARAT MISSION in identifying beneficiaries of individual household's latrines to make rural villages open defecation fusion project.

NCC cadets are trained to be service oriented and are at the forefront during any public event or national festival.

It has organized variety of meaningful and relevant community based extension of activities with the active participation of students. There is collaboration with international agencies in their extension activities. One can see practice of specific extension activities for the welfare of marginalized sections in the society.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)		
4.1	Physical Facilities	
4.1.1 QlM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc	
4.1.2 QlM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities	
4.2	Library as a Learning Resource	
4.2.1 QlM	Library is automated using Integrated Library Management System (ILMS)	
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment	
4.3	IT Infrastructure	
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi	
4.4	Maintenance of Campus Infrastructure	
4.4.2 QlM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.	

Qualitative analysis of Criterion 4

The institution has some rooms with LCD Projectors enabling video lessons and presentations, three gallery classrooms which serve various purposes, 6 smart classrooms, seven Computer labs and two Language labs in addition to equipped science labs for Physics, Chemistry, Botany, Zoology, Biotechnology, Microbiology, Statistics and Electronics. Classrooms are well furnished. It has smart classroom, science labs, computer labs and language labs. However, Journalism department or Food science technology departments are sparsely equipped.

There is an AC audio-visual hall with a seating capacity of 100 and an auditorium which houses nearly 800 students.

For promoting games, the college has a running track for 400 meters' race, Basketball Courts -2, Volleyball Court – 1, Netball Court – 1, Kho-Kho Court – 1, Shuttle Court – 1, Kabaddi Court – 1, Table Tennis Boards – 2, Indoor Stadium and a Gymnasium with modern equipment.

Students get training in Yoga. Central Open Stage, Indoor Stadium, AV Room and Auditorium are available to conduct the Cultural activities. Playground is spread over in five acres.

Library has a collection of 99000 books, 48 periodicals, 78 journals, more than 1500 course related audio and video CDs and subscription for 12 newspapers and also 35 systems with Wi-Fi connectivity. Campus Wi-Fi is available. Installed ILMS software – NewGenlib an Open Source Library Management Software.

The college has a Virtual Library which was developed under UGC MRP (www.stellavirlib.org) is a unique feature which provides information on all open access resources and Databases in an organized manner.

Library has reading rooms. Library has Shodh ganga membership. it has a project, design and development of open educational resources for higher education portal for accessing publications. It has access to Swayam, NPTEL, EdX, Moodle etc.,

Besides virtual library, it has made some initiative to collect old books and journals of academic significance.

It is Wi-Fi enabled but it is confined to college systems. Departments of arts and commerce have limited facilities. Only computer science and MBA has computer systems. Internet is provided only to 25 systems and not all. Every dept. has a laptop and Internet facility. English language lab has 90 systems. There is common access open to all students in computer Centre which has 53 systems.

A separate engineering wing or technical wing to maintain existing infrastructure with technical trained staff is not seen. There are only 3 qualified technical staff to maintain all the labs, museums, computer labs and other facilities in the entire college.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5
There are elected class representatives from both UG and PG who constitutes student council. Three students represent in the academic council. They act as a liaison between class and faculty. During the Orientation for fresher's, the Final year and Second-year representatives take the juniors around the campus and familiarize them with the surroundings. Besides, a student committee is also there to coordinate all the events. Alumni Association is not registered, however, they informally participate in academic activities and financially support in some part of the mid-day meals. Alumni serve in different statutory bodies like Academic Council, Governing Body, Board of Studies and IQAC, acting as resource persons, offering information about employment prospects in various sectors, offer valuable feedback on existing curricula and introduction of new programmes and suggest measures for infrastructural development. The alumni of the college have motivated the students by instituting endowment prizes for meritorious students in different subjects and contributing towards scholarships to financially weaker students and enhancement of infrastructure in the campus.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QlM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QlM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QlM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6
The governance is representative of all administrative bodies. It reflects inclusiveness and the principles of social justice. It has given opportunities for good number of SC/ST/OBC students as per its vision of equitable dissemination of knowledge. Enrollment is reflective of efficient governance and leadership.

Organizational structure consists of vice principals and HoDs. Teachers find representation and participate in statutory as well as non-statutory bodies of the institution. They play a major role in administration as Vice-Principals, Deans and Heads of Departments. They also serve as mentors, members of the various committees and cells.

The institution practices decentralization and participative management. The Principal, as Head of Academic Administration, is ably assisted by the IQAC Coordinator in governance through distribution of responsibilities to the Vice- Principals, Deans and Heads of the Departments. Responsibility is also shared by

faculty coordinators, the various committees, class representatives, members of clubs and associations and Parents also participating by their concrete feedback during the parent-teacher meet.

The perspective/strategic plans and their deployment are available in the institution and are in tune with the objectives drawn from the vision and mission of the institution.

The institution has well organizational structures that are clearly defined in its education manual. It has a manual embodying administrative rules, regulations and guidelines.

The minutes of meetings and implementation of their resolutions testify to the effectiveness of various bodies.

The institute provides welfare facilities that include pension benefits on retirement for faculty appointed prior to 2004, PF, gratuity and leave encashment as per Government norms, Leaves to teaching and non-teaching staff, admissions of eligible wards of employees, PF loans as per GOI rules, ESI, interest free loans by the Management, Medical, Earned and Commuted leaves to the Aided faculty and Registration Fee to teachers for attending workshops/Seminars, First aid facility on the campus. Welfare measures are as per the notified rules and regulations. In case of accidents on the campus, entire treatment expenses are borne by the management.

The college follows the guidelines of the UGC, CCE and APSCHE for the Performance Appraisal of its teaching faculty. The Principal and Correspondent have meetings with the non-teaching and supportive staff to assess their performance. Every staff member has to fill up the Academic Performance Indicators forms at the end of every academic year and the API scores are approved and attested by the Principal and sent to the CCE. The scores are displayed on the CCE website. The CCE conducts Annual Academic Audit every year.

Certified Chartered Accountants appointed by the management undertake internal audit every year. External Audit is conducted by the Auditors appointed by the CCE and periodically by the office of Audit and Accounts General.

The college follows strategies for mobilization of funds and optimal utilization of resources as directed by the UGC. The college generates additional resources through: Outsourcing the indoor stadium to external agencies/organizations for meetings or events, renting building. Generation of small income through dry and wet waste management for preparation of compost. It has received CPE fund and grant from RUSA

 IQAC has conducted Moodle and MOOCs based workshops which is reflective of its efforts to improve quality of teaching by enriching resources. IQAC's presence in important committees will be appreciable.

The institution reviews its teaching-learning process, structures and methodologies of operations periodically through external and internal mechanisms. IQAC has organized workshops and has conducted meeting to review some of the academic issues like introducing new programmes, workshops, seminars etc. It has organized Faculty Development Programme. It plays an role in academic audit of teachers and feedback of students.

Three new programmes, Certificate courses, Foundation courses, general and cluster electives and online courses are being offered. ICT enabled teaching has been strengthened. A digital classroom has been set up. NPTEL, SWAYAM and other e-learning platforms for knowledge updating. Infrastructure has been improved with the installation of solar panels, CC cameras, RO plant, replacement of incandescent with LED bulbs, renovation of wash rooms, biometric machines for attendance etc. Ramps have been built for the support of the physically challenged but elevators in buildings were not seen.

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

Qualitative analysis of Criterion 7

It has provided security facilities for safety of girl students. CCTV cameras have been installed. There is no common room instead there is infirmary room facility. However, mentor system is a means of counseling the students. A separate facility for trained counselor is provided . It has anti-ragging committee. It has hostel facility for non-locals on campus.

Ensures no ragging in the campus. Mentor-mentee system is followed.

Counselling sessions are held regularly to prepare students for the challenges of life and to face difficult situations with courage and confidence.

It is using renewable energy sources for generation of power. It has well organized solid waste management. Bio-manure is prepared and generates income. A biogas plant has been constructed

Rain water harvesting pits have been dug in the college premises to regenerate ground water. However, specialized rainwater harvesting shafts which are a combination of the rainwater harvesting (RWH) pits and slotted pipes that can recharge the water completes rain water harvesting process and this system has not been adopted.

Air pollution free day on every Thursday on which vehicles of parents, faculty and students are not allowed inside the campus.

Most of the students and staff commute by public transport. Follows plastic free practices.

Minimal use of paper in the office, exam section and in the library

All guests and VIP visitors to the college are presented with a sapling, a green greeting followed several years.

The College celebrates with great fervor the national festivals, birth anniversaries and memorials of great Indian personalities.

The College makes efforts to ensure all its financial transactions, reports and documents are completed with Integrity and the accounts are verified by external auditor.

It has been conducting Women Entrepreneurship development programme from marginalized section so as to empower them.

Stella STARS programme to inculcate Social responsibility and Inclusiveness in education.

It is established by missionaries serving girl students in conservative belt of India where girls hail from socio-economically challenged backgrounds. Education is a strong variable in the liberation of woman. Laced with value education, the academic programmes are imparting education and training in some of the courses that have huge potential of employability. It has a strong library and moderate infrastructure to offer courses in conventional subjects. It is giving opportunity for girl students to pursue pure sciences which alone can fill the huge void in the number of women scientists in India.

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

It is located in the capital city of the newly formed state of Andhra Pradesh. It is consistently ranked A grade by NAAC for the last 3 cycles. The college practices inculcation of ethical values among girls and emphasizes on holistic education. It has strong science departments viz., Mathematics, Statistics, Physics and Chemistry. It is promoting pure science like Botany and Zoology which have valuable species collection. It has well equipped computer labs, language labs, smart classrooms and ICT enabled teaching infrastructure. It has well equipped library with access to e-learning resources. It has clean and green campus with over 1000 trees in the heart of the city. It has good sports facility with outdoor and indoor stadiums. It is conducting meaning extension programmes. Its placement centre has successfully facilitated job opportunities for MBA, and Science graduates.

Library should be fully automated. Finance and accounting should be fully digitized. College has dearth of qualified and experienced teachers as more teachers have retired and fresh graduates have been appointed. There is dearth of skill development courses. More such initiatives will help increase employability and professional skills. Number of rooms are not adequate to meet the growing demand by girls from rural areas for hostel facility. More student centric teaching methods should be used as new teachers have been appointed to teach both UG and PG courses. The organization of more Faculty Development Programmes for the benefit of newly appointed teachers will go a long way in improving teaching quality. All the teachers have not been trained in the use of ICT tools despite establishing good ICT infrastructure. Research and consultancy have not received adequate attention. Labs have inadequate technical staff. Equipment maintenance need more attention. There is lack of exposure to business and finance newspapers and e-commerce media for students of MBA and Commerce.

There is opportunity for introducing PG programmes in social work, psychology and commerce. The earlier recommendation for creation of gender resource centre holds good even today as this is the oldest minority women college in the state. There is very good opportunity for establishing nodal centre in the college for preparing students for competitive exams and use a revenue model to sustain the centre. The present centre can be upgraded into a full fledged centre. They can use the services of former teachers. It has location advantage by establishing industry-academia linkages. There is scope of strengthening research culture in the teaching faculty. They should get more research projects. There is opportunity to introduce courses in fine arts and performing arts.

This college is catering to girls from socially and economically backward sections of the society. They have to compete with some of the new women's colleges which have rich resources without increasing fees. Appointing qualified teachers is a challenge with limited resources. College should explore other resources of revenue as the city is a business and trade hub. College should explore getting funds/grants for its projects from business firms under Corporate Social Responsibility. The college in spite of excellent sports facility has not been able to motivate more girls to participate in professional sports and games.

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)

- Commerce labs should be established

- Since UG programme is autonomous the college should periodically organize workshop for curriculum development

- Papers related to subject specific computer applications should be introduced in all subjects.

- More practical component should be integrated in curriculum

- Under CBCS more electives should be offered

- Pure science labs should be more equipped

- Staff rooms should be spacious and well furnished

- UGC regulations should be strictly followed in the appointment of teachers.

- Appoint teachers under aided stream as college has only 16 Aided Teachers. There are more number fresh graduates appointed in teaching positions.

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. SURENDRA GAKHAR	Chairperson	
2	DR. USHA RANI NARAYANA	Member Co-ordinator	
3	DR. T PALANEESWARI	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date