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INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -3)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
MAHARAJAH'S COLLEGE(AUTONOMOUS)
C-23871
Andhra Pradesh
Vizianagaram
535002

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:	MAHARAJAH'S COLLEGE(AUTONOMOUS) Vizianagaram Andhra Pradesh 535002	
2. Year of Establishment	1879	
3. Current Academic Activities at the Institution(Numbers):		
• Faculties/Schools:	3	
• Departments/Centres:	19	
• Programmes/Course offered:	6	
• Permanent Faculty Members:	141	
• Permanent Support Staff:	61	
• Students:	3555	
4. Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. Urban college from 1879 catering to the needs of the downtrodden and economically weaker sections of the society 2. Autonomous college from 1987 with two cycles of NAAC Accreditation. 3. Campus with 18.08 acres of land and state-of-the-art infrastructure for the academic, curricular and extra-curricular activities 	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 02-03-2021 Visit Date To : 03-03-2021	

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6.Composition of Peer Team which undertook the on site visit:

	Name	Designation & Organisation Name
Chairperson	DR. ADYA PRASAD PANDEY	Former Vice Chancellor, Manipur University
Member Co-ordinator:	DR. NESY DANIEL	Former Professor, UNIVERSITY OF KERALA
Member:	DR. SHIVAPRAKASH HIREMATH	Principal, P C JABIN SCIENCE COLLEGE
NAAC Co - ordinator:	Dr. Devender S Kawday	

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)

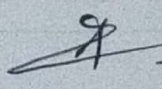
Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QIM) in Criterion1)


1.1 Curriculum Design and Development

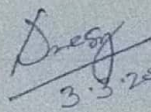
1.1.1
QIM

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

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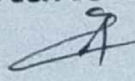
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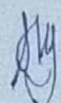
1.3 Curriculum Enrichment

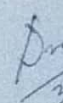
1.3.1 QIM Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

1.4 Feedback System**Qualitative analysis of Criterion 1**

Curriculum designed, developed and adopted by the departmental Board of Studies of the College is as per the procedure laid down by the University Grants Commission autonomy guidelines. Curriculum is imparted through teaching methods such as presentations, assignments, discussions, Seminars and industrial / field visits apart from regular/traditional teaching methods. CBCS pattern introduced in UG stream from 2015-2016 onwards. Outcome Based Education has been initiated by incorporating human values, professional ethics and environmental studies. Some additional programmes have been redesigned and introduced during the period. Innovative courses for improving the employability skills of the working world are introduced. Feedback from stakeholders is in practice.

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The curriculum is designed by taking feedback from students in a structured format. The gender equity is well maintained and the grievances of girl students are well taken care.

The outcome of the programmes design helped the institution in equipping the students with skill for life and to imbibe core values.

**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, after admission and organises special programs for advanced learners and slow learners

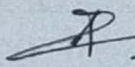
2.3 Teaching- Learning Process

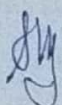
2.3.1 QIM Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

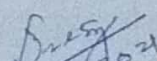
2.3.4 QIM Preparation and adherence to Academic Calendar and Teaching plans by the institution

2.4 Teacher Profile and Quality

2.5 Evaluation Process and Reforms

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- 2.5.4 QIM 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 QIM 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 QIM 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

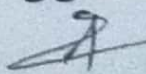
The admission process is carefully reviewed. On-line selection of students based on merit and reservation policy of the state govt. is followed. Academic year commences with counselling sessions/induction programmes for newly admitted students where Principal and the Senior faculty members introduce to students the goals and objectives, code of conduct, classroom attendance, examination and evaluation system and the amenities available in the college. Students are identified/ enlisted as slow learners and provided with Special Guidance, Remedial coaching, Personal counselling, Question paper solving and home assignments for their improvement. Advanced learners are

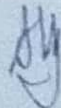
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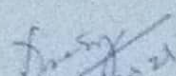
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encouraged to participate in SWAYAM - NPTEL online courses given INFLIBNET membership and cash prizes. Various methods of experiential and participatory learning, as well as problem-solving methodologies, are implemented to make sure that students are dynamic participants than passive listeners in the teaching-learning process. Besides classroom teaching, practices like experiential learning, problem-solving methodologies, role-play, classroom seminars, group discussions, project works, field visits and projects are introduced to optimize the learning potential of students. Academic Calendar prepared well in advance by the College in accordance with the affiliating University. Teaching plans are prepared in alignment with the objectives of Outcome Based Education. Departmental evaluation and internal academic audit work is ensured by a team nominated by the Principal where teaching notes, diaries, teaching plans, and other departmental activities are examined. Adherence to the Academic Calendar and the Teaching Plan is monitored by The Academic and Administrative Audit Committee with suggestions to corrective measures.

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All processes relating to examination are carried out by software ORACLE SQL resulting in increased rapidity and improved efficiency, reliability, transparency and accuracy in the examination system.

Students' grievances relating to examination are addressed regularly

**Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrices(QIM) in Criterion3)**

3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	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 QIM	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

The college has a research policy for creation, sustenance and evolution of

research. Efforts are being made to create a research culture among faculty members and students as evidenced by the UGC minor research projects. Innovative initiatives like Botanical Garden having medicinal plants, bio-diversity park and vermi composting unit, training on Mehendi designing and Preparation of decorative ornaments by using beads by the girl students help to create awareness on 'earn while learn' and encourage building a relationship between the industry and the institution by arranging industrial and field visits for students and faculty along with workshops addressed by industry and well known academia. College has the best practice of assigning student projects.

Eminent researches awarded with fellowships from reputed overseas research institution have joined this institution to initiate and enhance research activities. IQAC has conducted Orientation programs and Workshops. Some research papers are published in UGC notified Journals and contributed chapters to edited volumes of books particularly seminar proceedings during the period.

The extension and outreach programmes of the institution conducted mainly through NSS and NCC merits attention in adopted

colleges. Sensitising programs of NSS volunteers have produced results especially in arresting the practice of early marriages prevalent in neighbouring communities. Notable number of NCC Cadets attended RD parades. However Collaboration and MoU with Research Institutions / Industry needs to be initiated and encouraged. The college has been awarded with awards for plantations & conservations.

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 facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

4.1.2 QIM The institution has adequate facilities for sports, games (indoor, outdoor), gymnasium, yoga centre etc., and cultural activities

4.2 Library as a Learning Resource

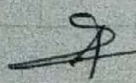
4.2.1 QIM Library is automated using Integrated Library Management System (ILMS)

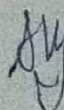
4.2.2 QIM Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

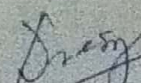
4.3 IT Infrastructure

4.3.1 QIM Institution frequently updates its IT facilities including Wi-Fi

4.4 Maintenance of Campus Infrastructure

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4.4.2
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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

Physical facilities and infrastructure for all academic programmes, administrative functions, co-curricular and extracurricular activities consisting of seven interlinked buildings stretched over an area of 18.08 acres are available in the college. 52 spacious classrooms of which few are ICT enabled, with adequate seating facility, ten laboratories for the science stream, separate museums in Botany, Zoology and Geology, two Seminar Halls with audio-visual equipment, an open air auditorium.

College provides moderate facilities for sports, games, gymnasium, yoga centre, and cultural activities. Stadium of historical importance.

Partially automated General Library assisted by Departmental libraries serve as Information Resources for teaching and Learning. Library is equipped with ILMS Soft -ware - **SOUL 2.0**, OPAC (Online Public Access Catalogue) services and access to E-Resources of NLIST which is a part of INFLIBNET. Library has a collection

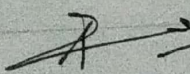
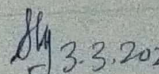
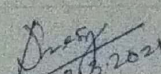
of nearly 62,143 books along with Wi-Fi facility subscribes to 47 Journals with Bound back volumes and 13 Daily Newspapers (English-06, Telugu-07). Ancient THALA PATRA GRANDHALU (Inscriptions on Palm Leaves) are procured and displayed in a glass box for the benefit of the students as well as visitors.

College with a total of 125 computer systems provides a range of IT facilities with additional IT facilities supported by the RUSA grants.

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

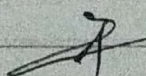
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered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

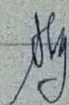
Qualitative analysis of Criterion 5

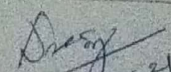
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Student support schemes such as scholarships and free -ships by both Government and Management and capability enhancement and development schemes such as Career counselling, Guidance for competitive examinations, Remedial coaching, Soft skill development are made available. Cases for student grievance redress like ragging, sexual harassment and other grievances are not found reported. Students Welfare and Cultural Committee (SWCC) responsible for organizing various student activities facilitates the student's representation in various academic and administrative bodies/committees like Departmental individual Boards of Studies (BOS), Internal Quality Assurance Cell (IQAC) and Student Council. SWCC is also involved in social welfare and cultural activities serving as a platform for students to acquire organisational, leadership, administrative, communicative, problem solving skills etc.

Registered and functional Alumni Association whose involvement in the development of the institution is to be explored.

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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 institution practices decentralization and participative management

6.2 Strategy Development and Deployment

- 6.2.1 QIM Perspective/Strategic plan and Deployment documents are available in the institution
- 6.2.2 QIM 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 QIM 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 QIM The institution has effective welfare measures for teaching and non-teaching staff
- 6.3.5 QIM Institution has Performance Appraisal System for teaching and non-teaching staff

6.4 Financial Management and Resource Mobilization

- 6.4.1 QIM Institution conducts internal and external financial audits regularly
- 6.4.3 QIM Institutional strategies for mobilisation of funds and the optimal utilisation of resources

6.5 Internal Quality Assurance System

- 6.5.1 QIM Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

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- 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
- 6.5.5 QIM Incremental improvements made during the preceding five years **(in case of first cycle)**
- QIM Post accreditation quality initiatives **(second and subsequent cycles)**

Qualitative analysis of Criterion 6

The college has a three-tier system for its governance. At University level the College Development Council for Autonomous institution, at management level the institution is governed by the Chairman, Trust Board members of MANSAS and at the college level the Principal is at the apex of the internal administration and is assisted by the Heads of the Departments, staff, and IQAC.

The College has a visionary Management: MANSAS (Maharajah Alak Narayana Society for Arts and Sciences) with defined goals and plans. The Management, Governing Body, Academic Council, Head's Council and Finance Committee form the organisational structure. Encourages and motivates a culture of decentralization and participative management by involving staff members in a number of

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administrative roles such as admission process. Strategic/ Perspective plan document is prepared and uploaded.

On an average few teachers are provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years. Workshops / Orientation programs are organised for the professional and administrative development of the teaching and non-teaching staff of the college. Teachers are encouraged to attend professional development programs like Orientation Program, Refresher Course, Short Term Course and Faculty Development Programs. Appraisal System for teaching and non-teaching staff is adopted and effectively followed by the IQAC and internal Academic Audit Committee at the college level and by the Academic and Administrative Audit Advisors nominated by the Commissioner of Collegiate Education, Vijayawada.

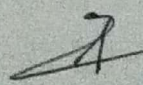
Regular internal and external financial audits - internal audit by the Chartered Accountant of the College and Government Audit by the Government of Andhra Pradesh is pending. During the last five years, no grants from non-government


bodies, individuals and philanthropists received, a source to be exploited for development.

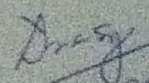
Functional Internal Quality Assurance Cell (IQAC) for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization of the college. Joins in Conducting annual Academic and Administrative Audit and looks in to the Collection and Analysis of feedback from all stakeholders. Help the institution in fixing the quality bench marks in all academic and non academic activities.

**Criterion7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)**

7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>Institution shows gender sensitivity in providing facilities such as</p> <ul style="list-style-type: none"> a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus

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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
- 7.1.7 QIM
- 7.1.18 QIM Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
- 7.1.19 QIM The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

7.2 Best Practices

- 7.2.1 QIM Describe at least two institutional best practices (as per NAAC Format)

7.3 Institutional Distinctiveness

- 7.3.1 QIM Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The vision of the college is to work for education, social upliftment and employability enhancement which has been reflected in the major activities of the college.

Gender equity promotion programs and Anti Ragging Committee and Grievance redressal committee are constituted in the college. Swachh Bharat Mission launched in the campus and in the adopted villages with the objective of bringing improvement

Overall Analysis

Strength:

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Location of the College

Brand image of the college

Autonomous College with Green, eco-friendly campus

Physical infrastructure like class rooms, laboratories and other facilities

Qualified faculty

Student friendly atmosphere

Weakness:

Mostly undergraduate programs.

Research orientation to the minimum

Less number of collaboration and MoUs

Regular faculty shortage

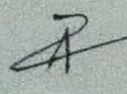
Social and financial background of students

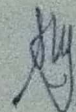
Opportunities:

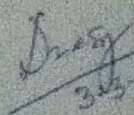
Capacity building and entrepreneurship development of the rural population

Funding for rural research and development

Very strong Alumni to exploit

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Retaining and maintaining the heritage status (look)

Attracting bright students and faculty

Establishing Industry-Institution linkages

Taking the student community to global standards

(Please limit to ten major ones and use telegraphic language)
(It is not necessary to indicate all the ten bullets)

- Need to strictly adhere to the guidelines of UGC for autonomy
- UG program to enrich with English and other language courses
- Full-fledged Language Lab to be established
- Feedback from stakeholders- analysis and implementation
- Academic enrichment programs – more PG courses in the aided sector
- Add-on and job oriented courses – computer literacy for all
- Student amenities need to be enhanced
- Measures for filling up the vacant aided teaching posts
- Restructuring laboratories with state-of-the-art equipment's

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have gone through the observations of the Peer Team as mentioned in this report


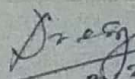

Assessment report



Signature of the Head of the Institution
Seal of the Institution

PRINCIPAL
M.L. COLLEGE (A)
VIZIANAGARAM

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	ADYA PRASAD PANDEY	Chairperson	 3/3/2021
2	NESY DANIEL	Member Co-ordinator	 3.3.2021
3	SHIVAPRAKASH HIEMATH	Member	 3.3.2021
4	Dr. Devender S Kawday	NAAC Co-ordinator	

Place: Date 3.3.2021

Vizianagaram,
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