



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

Accreditation - (Cycle - 4)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
THIAGARAJAR COLLEGE**

**MADURAI
Tamil Nadu
625009**

**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:	THIAGARAJAR COLLEGE MADURAI Tamil Nadu 625009	
2.Year of Establishment	1949	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	14	
Programmes/Course offered:	65	
Permanent Faculty Members:	109	
Permanent Support Staff:	18	
Students:	4627	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Grant-in aid autonomous and Co-ed college with 2F and 12 B under UGC 2. Affordable education provided by missionary managment 3. distinguished alumini	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 04-02-2021 To : 05-02-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. NARESH CHANDRA	Pro-Vice Chancellor,UNIVERSITY OF MUMBAI
Member Co-ordinator:	DR. PABITRA KUMAR MISHRA	Professor,Central University Of Punjab
Member:	DR. H NANJE GOWDA	FormerPrincipal,MYSORE UNIVERSITY
NAAC Co - ordinator:	Dr. Priya N	

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 /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 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

Thiagarajar College, Madurai being autonomous colleges affiliated to Madurai Kamaraj University offering 45 programs consisting of UG, PG, Mphil and PhD. All the programs have structured curriculum as per UGC and TANSCHER regulations. The Syllabus exhibits local and national relevance and global relevance to an extent. The COs, POs and PSOs are devised and spelt clearly. Most of the course content integrates cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics. The institution have great potential to start a course on Dravidian heritage and cultural studies. The institution may use the academic flexibility granted under autonomy to an optimal extent and practices to provide employable and more relevant programs at UG and PG programs.

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
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 students are admitted on merit as per University rules and Government reservation policies. Guidance session for fresh students is organised. Slow learners are identified based on the internal assessment and bridge courses are provided wherever required. It is suggested to develop assessment tool kit for classification of slow learners and advanced learners there by focused measure can be provided to overcome learning disabilities. Some student centric methods are practiced. The conventional Chalk and Talk method of teaching learning process is supplemented with some ICT tools. The colleges has adopted experiential learning for some programs (with practical, hands-on training, field works etc). Faculty members may be encouraged to take up Faculty Development programs including advanced methods of teaching to make the teaching-learning process more relevant and interesting. The institution prepares academic calendar and adheres to the same. The college works for 96 days for each semester. The institution has examination processes at place with IT integration to an extent. Integration of credits through NPTEL is provided. However, the institution is recommended to amalgamate student ERP thereby enabling automated augmentations to the examination process like seating plan etc. The POs, PSOs and Cos are at place and displayed and disseminated to the stakeholders. The attainment of the same is said to be through ERP. However, it needs to be strengthened further.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(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 institution hosts interesting research centres that facilitates inter-disciplinary researches and some of them have good funded projects. The MHRD funded Nation Centre for mathematical modelling on Bio resources management is mentionable. However, the college may establish functional incubation centre and facilitate commercially/socially viable innovations. The contributions of the research for enlisting three species to the Zoological Survey of India is worth mentioning here. Many faculties have publications in indexed journals. The college undertakes activities in neighbourhood communities and strives to sensitize and improve their livelihoods. Some popular government programs have also been popularised by the students through NSS and organised club activities. The institution has active NCC Army and Navy wing the cadets represents RD parades.

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
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 basic infrastructures at place. Some of the class rooms have wall mounted LCD and few have smart boards. There are few softwares that the institution have purchased for academic purposes. Three furnished auditorium are functional. Laboratories are also functional to support their core disciplines. Some advanced scientific instruments have been procured though grants. Zoological museum is worth mentioning here. The institution has great potential in research but requires infrastructural augmentation to meet the industry ready graduation. Indoors and out door sport facilities are available however needs further up gradation. Few students have shown remarkable achievement in sports thus have good scope. The institution has a gymnasium with minimum equipments. The institution has rich cultural activities having local popularity. Library needs augmentation with good infrastructural support. The institution needs to upgrade more on e resources there by encouraging the student and the library to promote online access. The institution needs to pay attention to Digital version of print books, automation in issue and return, library security IOTs needs. The institution has maintained rare manuscripts of inscriptions in palm leaves, and rare books that are out of print. As the institution is in a culturally significant location, considering the geographical history, ethnicity and cultural heritage, the institutional library needs to accumulate more works on anthropology cultural history. The institution updates its IT facilities periodically. The institution has established procedures for maintaining academic and support facilities but needs further improvement. The institution needs to strategise AMCs for maintenance of lab equipments.

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 non financial means during the last five years

Qualitative analysis of Criterion 5

The institution provides good student support and enables student progression. Though there are no established procedures of Student Council by elect, but active student representations are nominated in different bodies. The greatest strength of the institution is its Alumni. Though there are star alumni, the institution should establish connections for academic improvement by networking alumni for more internship, project, MOUs etc. Though few success cases are evidenced, but the scope is very high and the institution needs to work to reap the same.

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
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 (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The vision and mission statements of the institution are very much reflective of its effective functioning and academic leadership. The institution adopts a transparent decentralized and participative management by involving its stake-holders in teaching-learning and administration. However, the institution may use data-driven decision as they have already established ERP at place. The institution maintains most of relevant and strategic documents in chronological order to ensure transparency. For effective management, the institution has formed various committees consisting of students, staff and stakeholders in tune with the UGC/University/Government guidelines which take up issues/perspectives for ensuring empowerment. The institution adopts efficient financial management for optimal mobilization, allocation and utilization of resources. The institute should develop an elaborate strategic plan for short term and long term growth. The institution has an internal quality assurance Centre. However, the IQAC needs to visualize the required transformation foreseen and need to actively take measures to achieve the same. The institution reviews the quality of its teaching-learning and research through the internal quality assurance system. The college has

good welfare measures for its faculty. The institution has implemented Career Advancement Scheme however have not documented Annual Performance Appraisal of the teaching staff which is essential to monitor their progress and performance. Improvement on more consultancy and extra mural funded project from different funding agencies for self sustenance is recommended. The institution has made improvement from the previous cycle however, some of the recommendation need vigour in implementation.

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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	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	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 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
<p>The institution has organized gender equity promotion programmes during the last five years which ensures safe & security of girls and women in the campus. And, wherever needed the institution provided proper counselling facilities to uphold institutional values. The institution has a function STP and Vermicompost mechanism. It produces composts that are sold in the market. The institution has facilities in place to harvest the rain water that caters to the water needs of the campus. In this direction they have provided storage pond, re-charge pits and re-charge wells in the campus. However, needs better maintenance. In order to ensure environmental sustainability in the institution, green practices are encouraged among students and staff through the promotion of the use of eco-friendly transportation, non-use of plastics, and optimal usage of papers. The campus harbours good number trees. In order to facilitate the best learning for differently-abled students, the institution has ramps/rails and rest rooms etc. in the campus.</p> <p>In order to uphold the cultural ethos among the students and staff, the institution celebrates national/regional festivals along with the birth/death anniversaries of the great Indian personalities. The institution strives to</p>

maintain transparency in its financial, academic, administrative, and auxiliary functions by adhering to the university/government rules thereby contributing to good governance. However, it is advised to practice public disclosures of the same. The institution follows best practices in facilitating multidisciplinary research, and involving its alumni in academics, research, and entrepreneurial/employable activities. Scope for expanding the same is ample. The institutional distinctiveness is visible in providing affordable and quality education to the students of rural regions of Madurai. Being so justifies the principles of the management.

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

Strength

SWOC

Strength

- Affordable education
- Improved research facilities
- 5s Certification
- Competent and qualified faculty
- Academic ambience

Weakness

- Consultancy service
- Innovation and entrepreneurship
- E library facilities

Opportunities

- Introduction of need based courses at UG PG and Diploma level
- Enterprising the alumni network
- Establishing industry interface
- Enable faculties to upgrade through industrial experience

Challenges

- Structural expansion
- Conservative ethnicity
- Employing and retaining high quality talent pool

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)

- Development of tools to measure direct and in-direct methods of measurement of PO, PSO and Cos.
- To enhance skill development for employability
- Fostering community engagement linking CSR for Human development
- Adopting cutting-edge pedagogies in imparting teaching-learning activities
- Develop institution readiness for timely implementation of NEP 2020.
- • Short-term and long term strategic plan for the growth of the sustained growth of the institution with time bound implementation plan and Fostering complete e- governance by maximising the use of ERP in all its systems
- Enriching curriculum embedding scope for extensive use of e-contents
- National and international linkages with other institutions and industries through faculty and student exchange programs for research collaboration, internships etc.
- Establishment Innovation cum incubation centres
- Infrastructure needs adequate up gradation and maintenance

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. NARESH CHANDRA	Chairperson	
2	DR. PABITRA KUMAR MISHRA	Member Co-ordinator	
3	DR. H NANJE GOWDA	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date

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