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

## Accreditation - (Cycle - 4)

## PEER TEAM REPORT ON

## INSTITUTIONAL ACCREDITATION OF
## ST. MARY'S COLLEGE(AUTONOMOUS)

**Thoothukudi**
**Tamil Nadu**
**628001**

**(Draft)**

**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: | ST. MARY'S COLLEGE(AUTONOMOUS)<br>Thoothukudi<br>Tamil Nadu<br>628001 |
| 2.Year of Establishment | 1948 |
| 3.Current Academic Activities at the Institution(Numbers): | |
| Faculties/Schools: | 5 |
| Departments/Centres: | 15 |
| Programmes/Course offered: | 44 |
| Permanent Faculty Members: | 158 |
| Permanent Support Staff: | 58 |
| Students: | 3247 |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team): | 1. Very old aided college having autonomous status drawing girl students from marginalised community with high proportion of first generation learners.<br>2. Undergone three levels of NAAC accreditation process at periodic intervals.<br>3. Very supportive management, dedicated faculty and disciplined students. |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 11-04-2019<br>To : 12-04-2019 |
| 6.Composition of Peer Team which undertook the on site visit: | |

| | Name | Designation & Organisation Name |
|---|---|---|
| Chairperson | DR. CHENGAPPA P G | FormerVice Chancellor,INSTITUTE FOR SOCIAL AND ECONOMIC CHANGE BANGALORE |
| Member Co-ordinator: | DR. NIRMALA BABU RAO | Professor,DEPARTMENT OF BOTANY OSAMANIA UNIVERSITY HYDERABAD |
| Member: | DR. KASHMIR SINGH | Principal,MATA GUJRI COLLEGE FATEHGARH SAHIB |
| NAAC Co - ordinator: | DR. VINITA SAHU | |

| Section II:CRITERION WISE ANALYSIS |
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| 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 |
|---|
| The St. Mary's College which started in 1948 offers 44 programmes consisting of 20 UG, 12 PG, 6 M. Phil. and 6 Ph.D. programmes. Being an autonomous college, the curriculum is designed by the respective Board of Studies and periodically revised as per the needs of the industry and global requirements. Programme outcomes, Programme specific outcomes and course outcomes have been developed and displayed on the college website. Academic flexibility exists because of the autonomous status of the college. Curriculum is revised as per the feedback of the alumnaeThe St. Mary's College which started in 1948 offers 44 programmes consisting of 20 UG, 12 PG, 6 M. Phil. and 6 Ph.D. programmes in Arts, Science, Commerce, Computer and  Management studies. Apart from the UG and PG programmes, it also conducts need based 36 Certificate Course. Being an autonomous college, the curriculum is designed by the respective Board of Studies and periodically revised as per the needs of the industry and global requirements. Programme outcomes, Programme specific outcomes and course outcomes have been developed and displayed on the college website. Academic flexibility exists because of the autonomous status of the college. Curriculum is revised as per the feedback of the alumnae and other stakeholders. While designing the curriculum cross cutting issues like gender, environment sustainability, human values and professional ethics has been given due importance and different courses are included in the various programmes. The college has evolved a good system to ensure effective implementation of the curriculum. The institutional academic time table, teaching plan, internal tests ensures the timely completion of the syllabus. The Peer Team observed that there is a robust feedback mechanism; at the end of each semester, a schedule is administered to the students to assess the curriculum delivery and effectiveness of teaching. In addition, the management also makes an assessment of the teachers at the end of each year. During the validation process it is noted by the peer team that the course contents are adequately covered by all the teachers of all the departments. and other stakeholders. While designing the curriculum cross cutting issues like gender, environment sustainability, human values and professional ethics has been given due importance and different courses are included in the various programmes. The college has evolved a good system to ensure effective implementation of the curriculum. The institutional academic time table, teaching plan, internal tests ensures the timely completion of the syllabus. The Peer Team observed that there is a robust feedback mechanism; at the end of each semester, a schedule is administered to the students to assess the curriculum delivery and effectiveness of teaching. In addition, the management also makes an assessment of the teachers at the end of each year. During the validation process it is noted by the peer team that the course contents are adequately covered by all the teachers of all the departments. |

| 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 |
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| There is a steady growth in the student intake pattern due to the diversification of courses offered by the college. The college follows government reservation policy for 50% of intake and rest 50 % is left to the management for minority quota. The students belonging to socio economically weaker section and first generation learners are given priority in admission. The college identifies the slow learners and advanced learners on the basis of their score in the qualifying examinations. It encourages the advance learners through incentives and guides them for further advancement through enrichment classes which is commendable. As a result, several pass outs of the college have opted for higher studies in this college and other institutions. The slow learners are helped through remedial teaching, handouts and materials are provided for easy study and extra coaching and guidance are provided. Lecture method dominates over other strategies in the classroom. Activities like inter-collegiate competitions, seminars etc. are organized periodically to strengthen the curriculum delivery. The college has developed a well-defined procedure for Continuous Internal Evaluation (CIE) in all the examinations as prescribed by the University for the benefit of students. The students' centric blended learning comprising of experiential learning, participatory and problem solving methodologies are employed. The college has filled most of the sanctioned teaching post adhering to the prescribed qualifications. Most of the teachers possess Ph.D and NET/SET eligibility. There are all together 70 doctorates and 27 research guides. The faculty has published 658 papers, 35 books and secured research projects 15 in numbers. The college has different cells to redress the student's related grievances like anti ragging, sexual harassment, grievances redressal cells etc. The overall academic performance of the student is appreciable.The college has installed adequate number of computers in library, labs and departments and internet connectivity has also been provided.. |

| 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 |
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| The college is equipped with good infrastructure for undertaking research. Attempts have been made to mobilize funds from UGC, DST-FIST and state government. The college has undertaken 188 collaborative activities, 301 linkage activities and 36 functional MOUs. The college engages the students in undertaking extension programmes in nearby adopted villages. The Peer Team appreciates that the college has institutionalized community development programme by earmarking one credit in all the programmes of study. This has enabled the students to understand the socio-economic issues at the grassroots level. The college provides conducive environment and requisite infrastructure for innovations. Presently the college does not have an incubation centre but is making efforts to provide an ecosystem by developing 6 research centres. Provision of consultancy services is limited to few faculties which needs further strengthening.The extension activities are undertaken through NSS and NCC throughout the year.  Yoga, Cleanliness drive, Tree Plantation, conservation of water, plastic free campus, Blood Donation Camps, special camps, traffic awareness programmes are regular features of the college. Similarly, birth and death anniversaries of great national leaders like Subramania Bharathiar Tamil poet's birthday, Dr A.P.J. Abdul Kalam's death anniversary etc. are also celebrated.<br><br>. |

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| 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. | |

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| Qualitative analysis of Criterion 4 |
| The Institution has a sprawling clean & green campus spread over 16 acres of land. Learning spaces with 79 spacious well ventilated class rooms of which 26  have LCD facilities and 10 smart classrooms with effective audio-visual aid learning is available in the campus.   All departments have been provided with good laboratories for conducting practicals. The college has good facilities for sports and games viz. 200 metres track, volleyball, Kabaddi and Badminton grounds. The gymnasium and indoor hall are good new additions. The UGC has funded a sports hostel for the benefits of the sportspersons. The college has good hostel facility for girls coming from distant places. The mess and kitchen are well equipped.The campus is under CCTV surveillance with cameras installed at important places as a measure of security. The College also has a good canteen facility in the campus. Students make use of the canteen for having snacks, tea etc available in the canteen at reasonable prices. The College has a good library equipped with 48,676 books and 84 periodicals. OPAC- online Public Access, audio visual facility, reprographic service, rare collection and browsing internet is available in the library. Access to e-resource under UGC- INFLIBNET, N-LIST facilities exist in the college library. The campus has a functional Wi-Fi facility freely available to the students and faculty members including hostel inmates. College has personnel to look into the maintenance of physical facilities, laboratories and entred into AMC for the computers. Likewise, to cope up with electricity failure and safeguarding the lab equipment's generators are in place. College has good Zoology Museum and aquarium which exhibits rare species. A very well maintained Botanical garden with Herbarium, even algae herbarium is a good facility. Besides, the department has developed herbal products. The History department has an archive of manuscripts and coins collection of different countries. College has solar street lights as alternate source of energy. |

| 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 |
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| The college conducts an induction program and a psychological test for the students soon after the completion of admission process. Placement cell is fairly active; several students secured employments in state government and private companies. The cell requires strengthening for providing better opportunities for employment. Career counselling cell has trained personnel to provide guidance/counselling to students in the campus. There is an active elected students' council in the college. Adequate representations to the students have been given in various academic and administrative bodies of the College. There is a good harmony between student's council, faculty and management. An alumni and Parent Teacher associations are functional the college which has a chapter in Chennai. The Peer Team is of the view that registering alumnae association will be a step forward for making best use of them. The Alumnae association often conducts meeting in the campus to discuss issues pertaining to the improvement in the facilities for the students, placement opportunities, and introduction/ addition of new courses. Marian Pearl group consisting of Alumnae is linked to the website and face-book account. In the meeting with the peer team it was noticed the alumnae is keen to support the college in their developmental activities. However, initiatives from college are necessary. Many alumnae have contributed as resource persons in the teaching program, seminars and college activities. However, the financial contribution is below the expectation and hence motivation is required for their contribution. |

| Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6) | |
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| 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)* <br><br> Post accreditation quality initiatives *(second and subsequent cycles)* |

| Qualitative analysis of Criterion 6 |
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| The college has a clear vision and mission statements and the management is taking appropriate steps to fulfil the same. The college has a participative management which is evident from the representation of various faculty members in administrative, other regulatory and advisory bodies of the college. Perspective plan for future development is in place and all relevant documents are maintained in the college. There is a clear organogram with the Secretary performing leadership role. The principal of the college is the executive head responsible for effective implementation of the programmes. The Governing body follows the prescribed procedure for the recruitment of the teachers and the non-teaching staff. Vacancies of the teachers are displayed on the college website. The promotional policies are followed as per the guidelines of the government. Various cells such as placement cell, anti-ragging, grievance redressal and sexual harassment cell etc. met regularly and maintained the record of the minutes of the meeting and its implementation. The institution performs annual appraisal of teachers and non-teaching staff. The review by the Peer team indicates that the institution conducts internal and external audits annually on regular basis. It is noteworthy that all the |

audit objections have been settled. The college has mobilized funds from UGC, State government and DST. The Peer Team is happy to record that the college has been included in the DBT star college Scheme which entails additional funding for the research. The MHRD has selected college for UBA Scheme for its community development services.

IQAC is quite active and has contributed significantly for the effective delivery of the curriculum and co-curricular activities. The college is well supported by the affiliating University as evident by the presence of University representative in the meeting with the peer team. Similarly, the Joint Director of college education government of Tamil Nadu also interacted with the peer team. The college has made sincere attempts to implement the recommendations made by the previous NAAC team during the last five years.

| 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<br>a) Safety and Security<br>b) Counselling<br>c) Common Room |
| 7.1.5 QlM | Waste Management steps including:<br>• Solid waste management<br>• Liquid waste management<br>• E-waste management |
| 7.1.6 QlM | Rain water harvesting structures and utilization in the campus |
| 7.1.7 QlM | Green Practices<br>• Students, staff using<br>a) Bicycles<br>b) Public Transport<br>c) Pedestrian friendly roads<br>• Plastic-free campus<br>• Paperless office<br>• 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 |
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| The college promotes institutional values and socially responsible programmes. Being a women college good number of gender equity promotion programmes have been organized. Measures have been taken to ensure safety and security of women in the campus. Professional and qualified counsellors are doing their best to counsel the girl students relating to teaching, career opportunities, family and friendship related issues. Common room, medical room, counselling rooms, yoga centre and reading room in hostels are provided to the students. The College has evolved a good mechanism for the management of solid, liquid and e - waste. Solid wastes are converted in to manure through vermi composting. Food wastes are used for generating biogas which used for cooking in the hostel. One incinerator and many sanitary napkin vending machines are installed in the campus. Efforts for rain water harvesting are in place and collected water is used for ground water recharging. As far as the green practices are concerned, the use of public transport and bicycles are witnessed. The greenery in the campus is ensured with high diversity of trees and plants. The campus is plastic free and students are involved in Swachh Bharath Abhyian. Efforts are on to convert the college in to a e-campus. The college celebrates all national festivals such as independence and republic day along with |

birth/death adversaries of national leaders. Transparency in academic, financial and administrative matters are evident.

The College has identified and adopted two best practices

1. Counselling for inner healing through yoga and "pranic" healing.
2. Involvement in community development programs is evident through (TOUCH) Towards upliftment and community healing.

The institution aims at offering a holistic education to its students, with good exposures to sports and cultural activities.  The college has won University overall championship in sports and games for 26 times out of 27. The College has Musical Band, the Marian Orchestra and Traditional Folk Art Troupe which provide ample opportunities to un leash the talents of girl students.

Another distinctiveness of the college is empowering first generation learners drawn socially and economically backward society and regions.

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

Strength

## Strength:

1. Holistic education and empowerment of women from socio- economically backward group/region.
2. Emphasis on moral and ethical education.
3. Good outreach and community engagements.
4. Supportive management, dedicated faculty members and committed supporting staff.
5. Good infrastructure for imparting education and co-curricular activities.

## Weakness;

1. Lack diversity in faculty and students.
2. Inadequate research and consultancy.
3. High in breeding in postgraduate programmes.
4. Inadequate industry-academia linkages.

## Opportunities:

1. Introduction of more professional and vocational courses with emphasis on skill development.
2. Interface with industry.
3. Develop MOOC programmes.
4. Explore offering new UG/PG programmes to attract students from other states.

## Challenges:

1. Enhancing e-learning.
2. Preparing for job readiness.
3. Attracting children from other states and abroad.
4. Good placement for student in a restricted environment.
5. Creation of viable innovation ecosystem for research and consultancy.

## 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)

- Adapt cluster approach in community development programmes

- Establish Art and Culture centres.

- Strengthening research centres and computational facilities with appropriate softwares.

- Central instrumentation cell with modern high end scientific equipments.

- Enhancing e-learning resources.

- Enhanced Investment in HR, innovations, research and consultancy, and incubation centre.

- Establishment of entrepreneurship development cell and centre for competitive exam preparation.

- Robust placement cell with a dedicated full time training and placement officer.

- Strengthening alumni association.

- Introduction of new professional, vocational and market driven multi-disciplinary courses.

**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. CHENGAPPA P G | Chairperson | |
| 2 | DR. NIRMALA BABU RAO | Member Co-ordinator | |
| 3 | DR. KASHMIR SINGH | Member | |
| 4 | DR. VINITA SAHU | NAAC Co - ordinator | |

**Place**

**Date**

| Sl.No | Name | | Signature with date |
|---|---|---|---|
| 1 | DR. CHENGAPPA P G | Chairperson | |
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| 3 | DR. KASHMIR SINGH | Member | |
| 4 | DR. VINITA SAHU | NAAC Co - ordinator | |