



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF ST FRANCIS DE SALES COLLEGE

**NAGPUR
Maharashtra
440006**

**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 FRANCIS DE SALES COLLEGE NAGPUR Maharashtra 440006	
2.Year of Establishment	1956	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	17	
Programmes/Course offered:	8	
Permanent Faculty Members:	25	
Permanent Support Staff:	30	
Students:	1955	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The geo-physical location of the institution is very apt for the all-round development of students with discipline 2. Green and spacious campus with all the basic student centric amenities in place 3. RUSA beneficiary institution	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 09-12-2022 To : 10-12-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. HARISH RAMASWAMY	Vice Chancellor,Raichur University
Member Co-ordinator:	DR. PROF MOHAMMED HARIS SIDDIQUI	Professor,Integral University Lucknow
Member:	DR. PANDIYARAJAN VALLIMUTHU	Director(in-charge)
NAAC Co - ordinator:	Dr. Vinita Sahu	

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)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum delivery through a well planned and documented process
1.1.2 QIM	The institution adheres to the academic calendar including for the conduct of CIE
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

ST. Francis De Sales College, Nagpur, popularly known as SFS College, is a Roman Catholic Minority Institution affiliated to the RTM Nagpur University, Nagpur, and is recognized by UGC vide certificate 2(f), 12 (B). It is a co-educational institution with both aided and self-financed programmes. The college ensures effective delivery of the curriculum in 14 UG & 4 PG programs through a well-planned academic calendar in a disciplined manner which is synchronous with that of the affiliating University. The contents of the curriculum are delivered systematically by faculty members through classroom teaching, laboratory demonstration, projects, assignments, seminars, guest lectures, workshops, field visits, etc. Importance is given to the use of ICT tools like PPTs, animations, videos, e-books, etc. Effectiveness of the curriculum delivery is also judged through performance of students in Unit tests, assignments and preliminary examinations prior to the University examinations. The noble motto of the Institution, 'Truth and Love' and its implementation by the College, encompasses all the important aspects for holistic development expected in the students. The curriculum of the institution in addition to the syllabi prescribed also integrates a variety of activities conducted by the different subject associations and the cells. Few teachers participate in curriculum development through being members of Boards of study, Task forces and Moderation committees. All these activities cater to addressing the cross-cutting issues faced in the contemporary world, especially by the young students with impressionable minds. Values are also spread through participation in vigilance week programs through essay, debate and poster competitions. The importance of gender equality is deeply carved upon the minds of students through the regular dealing of the students by the staff and the general atmosphere of the College. Cross cutting issues have been dealt online through webinars on various topics after the COVID-19 Pandemic. Environmental science is part of the prescribed syllabus for all second year undergraduate students. This has added to the qualitative output of the institution as a whole & also in shaping the careers of students who are given preference in all the spheres of life

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.2 QIM	Teachers use ICT enabled tools for effective teaching-learning process.
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and mode
2.5.2 QIM	Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.
2.6.2 QIM	Attainment of programme outcomes and course outcomes are evaluated by the institution.
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

SFS College has a fair and transparent admission process wherein selection of students to various programmes is merit-based and as per the norms of the University and the Government of Maharashtra. Despite being a Minority Institution, the College admits students from all communities and from diverse socio-economic backgrounds. Annual Student Induction Programme (SIP) orients students to the campus ecosystem. Daily diaries and teaching plans are maintained by the faculty. The entire teaching learning process is monitored by the HODs under the overall guidance of the Principal. There is a continuous student evaluation system wherein the students and their learning outcomes are monitored through unit tests, home assignments, preliminary examination, practicals, viva, quiz, etc. The students are provided with hand notes, question banks, E-resources and other learning material, which augment the learning process. The Mentor Mentee system is in place. Few programs like guest lectures, seminars, power point presentations, quiz, debates etc. under the subject cells and associations are being organised. Every department of the college conducts bridge courses in their respective subjects for newly admitted students. Each teacher in the initial classes interacts with the students in order to assess their learning ability. Teachers identify slow and advanced learners based on unit test assessment. Slow learners are supported by conducting remedial classes and promoting peer learning. Mentors also help slow learners in coping with academic and other related issues, while high achievers are motivated to pursue challenging tasks like micro projects, participate in MooCs and facilitated for competitive examinations. Student-centric teaching methodology is followed for enhancing learning experience like the Department of Botany visiting the Herbal Garden to familiarise the students pertaining to the importance of medicinal plants.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.5	Collaboration

Qualitative analysis of Criterion 3

During the assessment period, out of the 4 faculty members who had applied for Minor Research projects to UGC, only one member has received a grant of 2.45 lakh. 4 Faculty members & two members of nonteaching staff have obtained their PhD degree alongwith 15 Staff members who have supervised 14 research scholars for their PhD degree during the assessment period. From 2016 to 2021, 45 Workshops/ seminars/ Webinars on Research methodology, IPR and entrepreneurship were organized for all stakeholders. Overall there were only 92 Publications, which include 46 papers in UGC notified Journals, 25 in other journals, 21 in conference proceedings, books and edited chapters in books. Few collaborative activities were conducted and 22 MOUs were signed in this period. Only one staff member has submitted 4 Patents, however the transfer of technology through innovation & incubation needs to be initiated at the earliest. Assessment period includes extension and outreach activities with involvement of students. Talks by eminent workers in the Government sector and NGOs supplemented by exposure to real life situations is given through activities of various Cells and associations, especially SEVA, NCC, ANTARANG and PRAKRITI. During the 'Joy of Giving Week' organised every October, donations are collected by SEVA volunteers from the society and donated to local old age homes. Programmes for Gender sensitization held by SHAKTI every International Women's Day, Bal Mela, held for two consecutive years in collaboration with ICID. Students give voluntary tuitions to children residing in nearby slums for last few years. Cleaning work was also carried out by volunteers during the annual village camp. NCC and SEVA regularly organise blood donation camps. As many as 500 saplings have been planted in Village Chicholi in 2019. Students also perform Shramdaan annually, at the Biodiversity Park

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.
4.1.2 QIM	The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3	IT Infrastructure
4.3.1 QIM	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 college is spread over 10.47 acres in two main buildings, with 35 classrooms, 20 laboratories, 3 central instrumentation rooms, 4 seminar halls, 3 network resource centres, a multipurpose auditorium, playground with 400 metre track, a health and fitness centre, chapel /meditation room, gents' wash rooms, separate rest room for girls, boys & girls hostel is available, canteen and 2 areas dedicated to vehicle parking. The Central Library, located on the ground floor, has a total area of 4892.07 Sq. m. It has a collection of more than 41300 books. The reading room has a seating capacity of 200. The Library is automated with LIBMAN software since 2006, upgraded to cloud based in 2019 and has subscribed to N-LIST consortia and DELNET database, which provide access to e-resources. It has an equipped Network Resource Centre, Bar coding and reprography facilities. Computer student ratio is inadequate with a total of 251 computers, of which 184 computers are distributed across 7 computer labs and 3 network centres. Internet speed of 100 mpbs is available. 18 classrooms are provided with LCD projectors along with dedicated computers. The college is Wi-Fi enabled with 12 hotspots. Departments, office and Computer labs are connected through LAN. Departments have computer, internet and printer. The College office is automated with CMS software and an interactive website with online fee payment and other services. All classrooms are airy and well lit, with adequate lights, fans and sturdy furniture. Each floor has safe drinking water available. Non-Conventional Energy is harnessed and conserved through solar panels of 50 KW capacity which also needs to be enhanced. The college has generator power backup, strategically placed CCTV cameras and a firefighting system installed.

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	Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

Scholarships instituted by senior faculty of the College, are given to students showing high performance in academics during the Annual Awards Day function, in presence of the Management and the award donors. Few activities for capability enhancement including Soft skills, Language and communication, Life skills and ICT/computing skills have been held during the period. Personal counselling and mentoring is provided to few students but it is recommended to be imparted by a psychologist/professional trainer. Training and Placement Cell exists and supports the students in placements. Representation of students on academic & administrative bodies/committees of the institution must be enhanced. A statutory Grievance Redressal Cell is functional for ensuring a stress-free, safe environment for students. A separate cell dedicated to prevention of sexual and caste based discrimination as per UGC guidelines must be looked into however the activities are performed through Internal Complaints Committee. The Students' Council VIDYARTHI, constituted or nominated as a body of students as per the rules and regulations laid down by the University. The Council plans various activities under the guidance of teacher in-charge, and also plays a role in leading, encouraging and motivating fellow students to take part in these co-curricular and extracurricular activities. 4 Cadets have participated in the prestigious Republic Day parade during the assessment period. The registered Alumni Association has shown signs to put in few efforts in networking, contribution in academic inputs and for procuring and providing donations in cash and kind.

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 and in tune with the vision and mission of the institution
6.1.2 QIM	The effective leadership is visible in various institutional practices such as decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic / Perspective plan is effectively deployed
6.2.2 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.
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	Institutions 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Qualitative analysis of Criterion 6

The Vision and Mission of the College, as given by the founding fathers and refined with changing times, result in academic pursuit and integrity of character towards creating responsible citizens of a caring and inclusive society. Students belonging to different social strata participate in various college activities which bring about value addition. The Governing Council, as the chief policy making body, supervises the functioning of the college. E-governance is at infant stage in terms of complete implementation in the areas of Administration, Finance and Accounts, Students Admission and Support and Examination, keeping pace with modern developments. The College has both monetary and non-monetary welfare measures for its staff such as a registered Employees Cooperative Credit Society. Internal Financial Audit is conducted by a Chartered Accountant and the External Financial Audit by the Government. The College mobilizes funds both from government and individuals. The IQAC meets regularly, reviews and tries to plan quality improvement through various activities. Few initiatives include signing MOUs with institutions identified as beneficial to

student development, organising talks by experts in autonomy, apart from regular AQAR preparation and submission

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The College organizes theme-based women-centric programs including extension programs for women in the neighbourhood. Used sanitary napkins in the Girls' rest room are disposed of using an incinerator. The College campus is also maintained green and clean by plantation, campus cleaning and weeding by the students. A significant initiative by the faculty and students of the Department of Botany has been the annual green audit to keep track of various species of plants on campus for past few years. Off campus initiatives by the PRAKRITI and SEVA Cells help to spread environment consciousness and discharge social responsibility. The Institution is disabled-friendly, with provision for ramps and wheel chairs to access the complete ground floor and wash-rooms, and has ABRAR software for the visually challenged. Scribes are provided to the impaired students during examinations as and when there is a demand. The co- and extra-curricular activities ensure maximum student participation without discrimination. Student uniforms strengthen inclusiveness. National festivals and important days such as Voters' Day, Unity Day and Constitution Day are celebrated. Further, high ethics are reflected through institutional motto, vision, mission and code of conduct, and emphasized through activities on gender sensitization, etc. The best practices highlighted in the form of awards to students and orientation of new students is a common practice in all institutions.

Institutional Distinctiveness is seen in the form of awards instituted by the retired teachers for the encouragement and support to the meritorious students which is surprisingly not mentioned by the institution.

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

Strength:

- 1) The college has sprawling, beautiful and vibrant campus with ample green coverage.
- 2) Adequate infrastructure in the form of land and buildings.
- 3) College motto of Truth & Love is practiced in the campus
- 4) Scholarships instituted by the retiring teachers for the encouragement and support to the meritorious students
- 5) College management is supportive

Weaknesses:

- 1) The college lacks formal linkage with centres and organizations of excellence in India and abroad.
- 2) Inadequate use of ICT enabled teaching and learning resources.
- 3) Inadequate permanent staff and annual appraisals used in quality assessment of teachers
- 4) Alumni Networking and Connect is missing
- 5) Atmosphere of innovation requires attention

Opportunities:

- 1) The college is in a pivotal position to introduce industry driven curriculum with special focus of entrepreneurial elements
- 2) Long age of the institution to tap the funds from various funding agencies
- 3) Sincere efforts must be made for acquiring autonomous status to the institution
- 4) Given the infrastructure and the space available, the institution must seek in the commencement of diversified post graduate programs
- 5) The IQAC must aim to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

Challenges:

- 1) Transform the institution in accordance with the objectives of NEP-2020
- 2) College must strive hard to attract qualified & talented teachers by providing proper incentivisation

- 3) Sensitisation of research based on community needs & societal upliftment to be encouraged
- 4) Emphasis should be made to make the students industry ready with the involvement of the relevant stakeholders
- 5) Strong preparation and training in order to attain excellence in all aspects must be put in place

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)

- Add on courses on skilling and value addition to be introduced
- Participation in experiential learning through projects/ field work must be encouraged
- Establishment of CIED, IPR Cell, Research and Consultancy Cell must be executed at the earliest
- Senior faculty members must be encouraged to submit research proposals to various funding agencies
- Sincere efforts must be put in place to acquire autonomy status
- Short term entrepreneurial courses to be designed
- ICT enabled smart classrooms must be in place for better interactive learning
- Syllabi revision with the involvement of all the stakeholders must be made a regular practice
- Formative assessment must be made transparent
- Management must allocate substantial budget for contributory teachers and for promoting research

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. HARISH RAMASWAMY	Chairperson	
2	DR. PROF MOHAMMED HARIS SIDDIQUI	Member Co-ordinator	
3	DR. PANDIYARAJAN VALLIMUTHU	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date