



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
NILGIRI COLLEGE OF ARTS AND SCIENCE
C-46609

Thaloor
Tamil Nadu
643239

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:	NILGIRI COLLEGE OF ARTS AND SCIENCE Thaloor Tamil Nadu 643239	
2.Year of Establishment	2012	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	5	
Departments/Centres:	5	
Programmes/Course offered:	12	
Permanent Faculty Members:	60	
Permanent Support Staff:	56	
Students:	1335	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. College Strategically Located bordering three Southern States of India 2. Rural college catering mostly to multi lingual migrant tribal and downtrodden section of Society 3. Massive support of Local community and management of the college for uplifting the level of education in the area.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 15-05-2023 To : 16-05-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ARVINDER SINGH CHAWLA	Former Vice Chancellor, RIMT University
Member Co-ordinator:	DR. JYOTI PAREEK	Professor, GUJARAT UNIVERSITY
Member:	MR. JACOB KURIAN ONATTU	Principal, BASELIUS COLLEGE KOTTAYAM
NAAC Co - ordinator:	Dr. M.s. Shyamasundar	

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	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
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

The Nilgiri College of Arts and Science was established in 2012 by CDFT (Career Development Foundation Trust) in a hilly and remote area of Tamil Nadu. The college is affiliated to Bharthiar University Coimbatore. Being an affiliated college, the college has to compulsorily follow the curriculum designed by the university and does not have the freedom to design its own curriculum.

The college is running 9 UG and 3 PG courses and CBCS is followed as per the procedure and guidelines of the affiliating university. However, it has developed its own strategies for effective implementation and delivery of curriculum. The college has introduced 108 Add-On /Certificate programmes to surmount the deficiencies of the prescribed curriculum as also to enhance the job-readiness of students. IQAC is playing a vibrant role in the planned and structured implementation of the curriculum. Academic calendar is prepared in advance and curriculum delivery is implemented in a time bound manner. Most departments have formed special clubs/forums for promoting curricular aptitudes and competencies. Students with outstanding performance are given special boost through Rank Club, Leaders' Club etc. IQAC takes feedback on curriculum and monitors effective content delivery. The Academic Council and Exam Cell of the college organize internal examinations as part of Continuous Internal Assessment. In addition to the cross-cutting issues already integrated into the university prescribed syllabus, the college has its own initiatives for gender sensitization, for promoting human values, professional ethics and environment and sustainability. The Women's Cell caters to the special needs of girl students. SHE- DRIVE promotes female mobility with driving classes and most departments organize seminars and counselling sessions for girl students. Among efforts to promote human values, 'Thirukkural'-based value education and 'Snehaswaram' which brings in inmates of old age homes into the campus are worth-mentioning. The efforts of NSS and YRC are also conducive to the promotion of human values. About forty percent of students undertake project work/field work/internships etc. and are thus involved in 'active' learning. The institution obtains feedback from various stakeholders regarding academic performance, infrastructure etc., and the remedial actions to rectify the shortcomings are also taken care of. The PTV interacted with stakeholders to know the opinion about the functioning of the college on various parameters and that was found satisfactory.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
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 using ICT tools
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The college has shown considerable progress in terms of the enrolment during the period under reference. The strength of the students has been increasing year after year. Considering the remote and rural location of the institution, the student enrolment percentage is satisfactory. It is 100 percent in Under Graduate courses. Admissions are granted strictly upholding the reservation policies of the government/university. Due regard is given to the merit of the students at the time of admission

The sanctioned teaching posts are duly filled as per the university norms and approval of the teaching staff and the Principal from the affiliating university has been obtained. The interaction with faculty indicates that faculty is quite dedicated. It is also visible from the retention rate of the faculty which is quite good. Twenty percent of faculty members are holding PhD degrees and another big number is pursuing. The student-teacher ratio also is favourable. The mentor-mentee system strengthens the bonding between the teachers and the students.

The institution has a reasonably good ICT repertoire and these are largely used for student-centric experiential learning. Records of internships, practical, industrial visits, fieldwork etc. are indicative of experiential learning strategies. 20% of the teachers have doctoral degrees/other UGC prescribed qualifications. Mechanism of internal/external assessment is transparent. Continuous Internal Assessment carries 50% marks and grievance redressal mechanisms are in place to remedy exam related complaints. The quality of internal test/exam paper is satisfactory and evaluation of internal test assignments is quite objective.

Programme Outcomes and Course Outcomes for all programmes offered by the institution are clearly defined and displayed on the website. Bloom's Taxonomy is employed to gauge learning levels attained. However, evaluation of the attainment of these goals need closer monitoring. Number of final year students who pass the university examinations is seen ascending over the years. While student satisfaction reports reflect the students' happiness with the infrastructure and overall teaching, some call for more internships, industrial visits, more practical sessions and more time for sports and games.

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.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

The research profile of the faculty and the college requires boost. The college has taken steps to provide seed money and 9 teachers have been awarded fellowships. The college also mobilised grants for the projects to the tune of Rs. 16 lacs. Output of these activities is clearly visible in three of the projects

The quantum of grants from Government/Non-Governmental agencies for research projects, endowments, chairs etc. in the institution has decreased in the past two years. This needs remedial action. An Innovation Cell is working in the college in collaboration with some overseas partners. In association with Innovation Floor, Dubai, Artificial Intelligence and Robotics have been introduced in the campus. An Entrepreneurship Cell is functioning in the campus so as to encourage the students to initiate their own start-ups. It has spread the idea of mushroom cultivation in the neighbourhood also. A Research and Development Cell is functioning which encourage research and publication. The number of Seminars/Workshops/Conferences etc. on Research Methodology and allied topics conducted in the past five years is impressive for a college of this stature. However, the number of research papers published by faculty is inadequate and needs much encouragement from all stakeholders. The same is the case with books/chapters etc. in edited volumes and papers in national/international conference proceedings.

Extension activities are carried out in the neighbourhood community through a special initiative named Gramadeepam as also through NSS, NCC and YRC. The college adopted 5 villages under Unnat Bharat Abhiyan and led various health and hygiene related activities under Swatch Bharath Abhiyan. The efforts of the Happiness Centre to spread cheer across the neighbourhood and the Snehaswaram get-together of old age home inmates are commendable initiatives. The institution has received a handful of awards and recognitions for extension activities.

These include the Vice-Chancellor's special award for Thirukkural-based value education and the two MLA's awards for flood relief activities. NSS/NCC/YRC units have conducted 29 extension and outreach programmes in the last 5 years. Number of MOUs/ linkages with national/international institutions for internship, project work, on the job training, collaborative research etc. is also satisfactory.

The entrepreneurship and innovation cell is very active in the college. The college is organising various programmes and activities under digital campus, skill campus, fit campus, initiatives aligning to the national mission of skill digital fit India.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The college has a spacious campus spread over 30 acres of land. It has two blocks of buildings for class rooms, offices and facilities as also a large auditorium. It has three seminar halls as well as seven labs with adequate number of computers. All the buildings, classrooms, seminar halls, board room etc exhibit high quality construction and maintenance.

The Management has thoughtfully set apart a sizeable chunk of its revenues for infrastructure augmentation. The central library of the college named after Dr. A.P.J. Abdul Kalam is fully automated The number of books, though adequate, need enhancement. The college has made a provision for the purchase of books.

The Library has Open Source Library Automation Software and bar-coding technology with scanners. An e-content digital library is also provided with internet connectivity, computers and a printer. The library has an active membership of Inflibnet N-list.

The students are encouraged to visit library regularly and per day library footfall is around 180 which is quite encouraging. Annual expenditure on purchase of books and journals is substantial. The college has the required IT infrastructure and these are upgraded periodically. All the classrooms are equipped with audio-visual equipment and the campus is Wifi enabled. Additionally, there are three Robots which assist in teaching-learning activities and usher the students into the domain of Artificial Intelligence. Annual budget allocation for IT Infrastructure is comparatively good. There are three digital computer labs plus a language lab. There are adequate reprography arrangements on the campus with photocopiers and high-speed printers. 265 computers are available for students' usage and the student-computer ratio is good for a college of this stature. The Management sets apart a substantial amount year after year on maintenance of infrastructure.

The college has both indoor and outdoor sports infrastructure. The college has housed a football sports academy. The college has multipurpose gymnasium, badminton court, Yoga hall etc.

The infra includes Kitchen with 400 capacity to cater to the needs of the boys' and girls' hostels on the campus. Facilities for Divyangjan and nursing room, Principal's quarters, Guest house and staff quarters are arranged on the campus.

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
5.4	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

The number of the students have progressively increased during the reference period. Around 75% of students are benefited by scholarships and freeships provided by the government as well as non-governmental agencies. The college undertakes some capacity building and skill enhancement initiatives. 325 programs were conducted on capacity building and Skill development where the focus mainly was on soft skills, life skills, language and communication skills, ICT and Computation Skills. The college also assist for civil services coaching and over 4000 students got benefitted from the coaching for career guidance and competitive examination programs. More than 800(almost 50 percent) outgoing students progressed to higher education. Majority of the students avail the arrangements made by the institution for competitive examination guidance and career counselling. Committees and councils are in place for timely redressal of student grievances.. Number of students qualifying in state/national level competitive examinations is small, but gradually increasing over the years. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level is also encouraging. There is evidence of the college organizing a good number of sports and cultural programmes every year. The college hosted over 200 sports and cultural events.

The teachers day celebrations of the college give real time exposure to the students to play the leadership role and the college is run by the students for a day with full administrative freedom

The students won 37 awards and recognition in various cultural and sports events.

Students also participate in sports and cultural programmes organized by other institutions/agencies/Universities. Further push in this direction is required. There is a registered alumni association which contributes towards the development of the institution through both financial and non-financial means. In addition to the general Alumni Association, each Department has its own alumni unit which supports department-level activities. In return, the college also supports alumni by allowing them to utilize academic facilities, by offering jobs at job fairs etc. One of the unique initiative of the college is Skill bank

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 and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance
6.2	Strategy Development and Deployment
6.2.1 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

Career Development Foundation Trust (CDFT) founded this college in a hilly and remote area of Tamil Nadu which is socially and educationally backward with the aim of offering affordable higher education to the disadvantaged sections. The Board of Trustees, of which the key functionary is the Managing Director/Secretary of the College is the apex body vested with the managerial responsibility of the college. There is a Board of Advisors comprising of eminent educationists and leaders in other spheres who help the management in setting short and long term goals of the college. Academic matters and strategic-operational functions are controlled by the Principal who is assisted by the College Council, IQAC and other important committees. The Perspective Plan of the institution is aimed at attracting diverse students from far and near, hiring and retaining talented staff and providing good learning ambience/infrastructural facilities. E-governance has been implemented in all major areas of operation. Recognizing the workforce as the pivotal assets of the institution, the college offers some employee benefit schemes which promote their physical and psychological well-being. Management has instituted some awards and recognitions to raise the performance levels of the staff. The Management also offers financial assistance to teachers who pursue doctoral research programmes and this incentive is greatly motivating. The performance appraisal system carried out by IQAC is instrumental in improving overall staff quality. A good number of teaching/non-teaching staff attends professional development programmes with financial support of the management. Being a self-financing institution, the college doesn't get financial aid from government agencies. Major funding sources are the contributions from the Management Trust and the fees collected from students. By renting out facilities and through agricultural activities, additional revenue is also generated.

The institution has a well-defined financial audit policy. Internal audits are carried out by a qualified chartered accountant and external audit is entrusted with a registered audit company. The IQAC helps greatly in institutionalising strategies and processes. In addition to reviewing teaching-learning process, the IQAC

helps enhance quality in all spheres of activity. Curricular planning, performance appraisal, academic audit and feedback system all come under their ambit. The college has entered into some collaborations and certifications with different agencies, particularly to implement capacity and skill enhancement activities.

Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics (QIM) in Criterion 7)

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (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 institution has initiated adequate measures to promote and ensure gender equity. Anti-Sexual Harassment and Anti-Ragging Cells are vigilant enough to prevent any untoward incident on the campus. Uninterrupted CCTV surveillance and restricted entry into the campus are special safety measures. National and international commemorative days and festivals are celebrated on the campus to foster pride in the rich cultural heritage of the nation. The college has some green campus initiatives such as exploring alternate sources of energy, water conservation and segregation of waste material for safe disposal. Green audits and energy audits are periodically conducted. Located in the tri-junction of Tamil Nadu, Kerala and Karnataka, the college is a centre of linguistic and cultural diversity with focus on inclusivity. Occasionally, programmes are conducted to sensitize staff and students regarding constitutional obligations, duties and responsibilities. The first of the two best practices specially implemented by the college -Happiness Campus- is quite unique. The college established a Happiness Centre in 2019 which spreads happiness not only within the campus, but also in the

Bringing the elderly people of the orphanages to the campus on a particular day every year and making them happy through the Snehaswaram programme and serving Happiness Lunch at the doorsteps of the utterly poor are commendable initiatives. The second Best Practice -the Organic Farming initiative- is best suited for a college situated in an agrarian setting. The Back to Farm initiative is given the title "Happy Farms, Healthy Food and Green Culture." Farming families of the neighbourhood also have joined this campaign thereby making it a successful activity. Nestled in the agrarian setting of the Nilgiris in the Western Ghats, the college has done justice to the lofty ideals of the founding fathers who wished to bridge the rural-urban knowledge divide by offering quality education to the rural masses and disadvantaged sections. The college is moving towards becoming a 'Locally Rooted- Globally Connected' centre of higher learning and every step forward will be a rewarding experience.

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

Overall Analysis

Strength:

1. Strategic positioning of the college at the tri-junction of three southern states which attracts students from diverse cultural and linguistic regions.
2. Dedicated and quality oriented faculty who contribute greatly to mentor students in curricular and co-curricular realms.
3. Very good infrastructure with remarkable growth in recent years, conducive to the all-round development of students, with arrangements for periodical improvements and maintenance.
4. Good budgetary provisions with the financial backing of big industrialists and philanthropists for the structured growth of the institution in a phased manner.
5. Emphasis on technological innovations with the introduction of artificial intelligence and gradually developing incubation centre.
6. Rapport with the local community as seen in collaborative agricultural activities and neighbourhood involvement in the development of the college.
7. Approved under 2(f) and 12(b) of UGC Act

Weaknesses:

1. Rural interior setting with little exposure to big industries and major job-providers.
2. Barriers to infrastructure development due to restrictive land rules in an environmentally sensitive area.
3. The college has its own transportation, but there is lack of public transportation facilities to the college situated in an interior rural locale.
4. Difficulty in offering UGC prescribed salaries to staff with the low fee levied from students.
5. Lack of funding from government / quasi-government organizations, being a self financed institution.
6. Dearth of research activities and research promotion in the college due to lack of funding from government and non-government agencies.

Opportunities:

1. The potential to emerge as an autonomous college with independence to develop need-based futuristic programmes
2. To further develop collaborative agricultural activities with the local rural community so as to strengthen the financial situation of the college
3. To attract and retain well qualified faculty by promoting research and staff welfare provisions.
4. To organize mega job fairs for the accomplished youngsters of the three southern states which surround the college.
5. To emerge as a locally rooted and globally connected institution as envisioned in the vision statement.

Challenges:

1. The restrictive land rules discouraging large scale constructions in an environmentally sensitive area.
2. The competition caused by institutions in cities like Coimbatore, Bangalore, Kozhikode etc., where modern industry oriented courses are available.
3. Conservative rural population which doesn't promote higher education, especially for the girl children.
4. Post-Covid economic crunch in the feeder area of the college which doesn't permit parents to afford

costly advanced add-on courses.

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)

- More futuristic job-ready programmes may be introduced.
- Library to be enriched with more books and periodicals.
- Possibility of starting women's Hostel with UGC grant be explored.
- Lack of industry exposure to be remedied by more frequent industry visits, more MoUs with industries in big cities for internships, on-the-job training etc
- Teacher quality to be further improved by raising pay-structures and promoting research leading to higher qualifications with better incentives
- More hands on sessions should be given to students in laboratories
- More thrust should be given to the additional certifications in the field of fine arts, agriculture and other activities with adequate training sessions.

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. ARVINDER SINGH CHAWLA	Chairperson	
2	DR. JYOTI PAREEK	Member Co-ordinator	
3	MR. JACOB KURIAN ONATTU	Member	
4	Dr. M.s. Shyamasundar	NAAC Co - ordinator	

Place

Date