



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
MAWSYNRAM BORDER AREA COLLEGE**

**MAWSYNRAM
Meghalaya
793113**

**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:	MAWSYNRAM BORDER AREA COLLEGE MAWSYNRAM Meghalaya 793113	
2.Year of Establishment	1997	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	7	
Programmes/Course offered:	1	
Permanent Faculty Members:	27	
Permanent Support Staff:	7	
Students:	190	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Rural Border area college 2. All students belong to ST category and most of them are from marginal section 3. Excellent teacher-student relationship	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 10-02-2021 To : 11-02-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SUGAM ANAND	Professor,Dr Bhimrao Ambedkar University Agra
Member Co-ordinator:	DR. DR SUBHASIS BHATTACHARYA	Professor,Sidho Kanho Birsha University
Member:	DR. DHANUKUMAR ANGADI	Principal,SHARNBASVESHWA R COLLEGE OF ARTS
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)

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
1.2	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

The college has a structured academic calendar. Principal and teachers' monitor the progress of the curriculum regularly. Some measures are found to evaluate the performance of advanced & slow learners. The academic timetable consists of remedial classes. The college adopt semester curriculum as provided by the parent university (NEHU). No teachers are found involved in BOS participation under the University. The curriculum framed by the BOS of the University under specific subjects and under such category no representation are found from the college. But the college organises programme on gender sensitisation, human values, environment awareness and human rights etc.

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	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
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 college located in rural area and makes special efforts to mentor the students by providing personal level interaction. The college do not conducted any admission test based selection for the admission of the new comers, only percentage of marks at 10+2/H.S level is the criterion for selection. The college organises orientation programme for slow as well as advance learners before the commencement of first semester. The college provides feedback questionnaires to the students regarding internal assessment and problem solving aptitudes. Practices like mentor-mentee are not found visible in the college. The college organises study tours, project works and field visits often for the experiential learning of the students. The college practices innovation in teaching and learning by the internal test, assignment, project work, paper presentation, model question paper discussion etc. But uses of the ICT enabled teaching learning were introduced in the last year. The college majorly follows traditional teaching learning methods. A minimum of seventy-five percent attendance is mandatory for students in each semester. The students have to clear the internal assessment component to qualify for the end-term examination. Internal assessment papers are shown to students after the tests. The examination system is not automated and the college has the scope to make such facilities like downloading mark-sheets and certificates from NAD. The mechanism of internal assessment is transparent and regular. The internal examinations were taken in the stipulated time mentioned in academic calendar. The evaluation results are displayed, and the practice like showing the evaluated scripts to the students or compare the specific evaluated scripts with the best is followed by the college. Daily attendance is a positive side of the institution to improve the quality education. The mechanism related to examination oriented grievances is transparent. The academic committee frames a quality academic calendar considering the university

examination. The issues like remedial coaching, tutorial, special class for slow learners are remaining present there. The college prepared and followed the course and programme specific outcomes but the college website is not maintained those outcomes. Arrangements of outreach programs keep the students connected to their local environment, while at the same time strengthening their domain knowledge. This not only enhances the students' skills in their areas of interest but also gives a practical dimension to their learning. The academic committee and governing body of the college always adopted strategies to evaluate the attainment of PO & PSO. Given the fact that this is a backward region college whose catchment area and clientele are both likely to increase in the years to come, it would be an appropriate step to display the program objectives and expected outcomes in the college website more prominently.

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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 including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 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
3.5	Collaboration

Qualitative analysis of Criterion 3

Though the college established at the middle of 1990s but they do not have 12B title from UGC. Effort for such attainment is very necessary to expand the research scope by applying for research projects in various bodies like UGC, ICSSR, ICHR etc. Out of 27 faculties only two acquired doctoral degree and three are pursuing this. The NSS units manage the activities like rain water harvesting and environmental protection. The college practices rain water harvesting, traditional energy efficient chulha and compost pits to maintain the eco-system. The college has an active NSS unit and different drives for extension activity were taken under this unit frequently. The adoption of village by the NSS unit is found. The NSS unit organises special camp in every year. Through extension activities the college tries to communicate with local inhabitants holistically. The college has two MoUs, one with Shillong College Academic Society and other with Laitbah Higher secondary School, Lawbarh.

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 resources 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 college has adequate number class room with one seminar hall. This is a self-financing college and funds namely collected from public representative and development fees paid by the students. The college has one geography laboratory and one computer lab. Washroom and drinking water facility are adequate within the college premises. The institution does not have adequate sports facilities. The college does not have gymnasium and yoga centre, but occasionally the yoga session held at seminar hall of the college. The cultural committee of the college organises different cultural events involving the local tribal communities. Annual college week is also performed in regular interval. They have one MoU with local village body for the play ground. The college library uses ILMS data management facilities with KOHA software, but it is remaining in the developing stages. It has a sufficient collection of books and journals. The college library has a collection of rare books. It has the annual subscriptions of EPW, magazines and online journals. The college has total 12 computers in all. But for this remote location the college internet connectivity is not regular but recently they updated IT facility by using Jio-Fi hotspot. The college is a self-financing institutions, hence students fees and grants from private authorities is the only source of revenue to handle developmental projects. Different committees are functioning to ensure the maintenance of the physical, academic and support facilities of the institute however no AMCs are found. The college has two hostels.

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

In 2017 the college constituted a democratic students' union which elected as per the college regulations. The students union has an executive committee which is highlighting the problems of the students to access different facilities of the college. Students' representation are not there in academic and administrative bodies. The alumni association was formed five years back, but no proof of registration was provided. The association has represented the cause of the institutions before various government authorities.

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 governing body of the college is committed to following the vision and mission in its activities and action plans. The top management is proactive and is concerned about building life-skills and academic acumen of students. It lays stress on holistic development of students by creating opportunities for personality building and self-realization. The top management of the college provides effective leadership that has created the right ambience for both the physical and academic growth of the college. It needs to create to envision a strategic-plan for its phased development in order to have a road-map for its overall growth. The decisions taken in various bodies of the college, whether academic or administrative, are being implemented from time to time. The college practices a decentralized system of governance by involving its faculty in a number of development and management activities. Regulations are revised in response to the changing needs and demands of the times. Feedback from affiliated stakeholders is also sought. The governing body which has representatives from different cross-sections of the local community and society is involved in designing and implementing the developmental plans of the college. The institution has participatory management system.

The college follow the academic calendar consists of admission schedule, number of teaching days, and examination schedule. Such documents are available to all stakeholders for democratic functioning of the institute. The organization and structure of the college includes both the teachers of the college and university, government, donor representatives and experts from the academic fields. The governing body, the principal, the vice principal, IQAC, head of the departments and different sub-committees oversee different aspects of the college administration. Service rules, procedures, and recruitment are followed in appointments to different positions in the college. The college has set up a grievance cell. The presence of different committees of the college is evident. The minutes of the different committees, sub-committees and bodies are implemented in the planning process of the college. The college provides both financial and other welfare measures like limited hostel facilities, provident fund contribution to teachers and non-teaching staffs. There is no existing system of annual performance appraisal for the faculties in the college, but the teachers are sent for attending the orientation/refresher courses and seminars. The college conducts internal and external audit every year. The college receives some grants from government and non-government agencies, but it mainly depends on the fees collected from students. The IQAC was formed with only the faculties as members and principal as chairman. The IQAC is contributed significantly in the improvement of academic matters. Teaching-learning process is being reviewed through the achievement of students in higher learning, competitive examinations, publication of papers by faculty and their participation in academic activities. An incremental improvement observes in the preceding five years are introduction of college websites, extension services by NSS, formation of students union, and alumni association.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> 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

The college follows an exercise of gender equity in its regular activities. Safety and security policies are in place. The college follows a policy of zero-tolerance towards ragging and it has counselling and common room facilities. The college has taken footsteps for disposal of waste. An effective mechanism is in place to facilitate solid waste management with the help of local villages and also guided by local autonomous district council. The college has set up a rainwater harvesting system. Some efforts already made with State council. Campus is free of plastic. Smoking is prohibited in the campus. The college has huge green landscape, plastic

free campus, paperless office at the infancy level and well-constructed pedestrian friendly road. The college takes particular attention to observe the birth/death anniversaries of great Indian personalities. National festivals are observed. It needs to be mentioned that the college has taken steps to popularize the immense contribution of U Tirot Singh as freedom fighters. Financial transactions and settlements in the college are accomplished in a transparent way. Internal and external audit is being commonly done. The college initiative to formulation of academic calendar is commendable. The college has limited scope to integrate the socio-cultural values and practices of the region both in its academic programs and support for conservation and transfer of indigenous knowledge. The institute has identified its two best practices as to having a subject like geography in the curriculum and the other is extension services provided by the institute. The Geo-physical location and climatic condition of the place surely help them to start different environmental projects in future. But the resource constraint and academic background of the students are the two main impediments under such development. The college should involve external agencies with the help of University to take large projects on this subject. Considering the socio-economic periphery of the college, extension activities for the local people is chosen as the second best practice. The effort like cleaning drive and tree plantation were already taken for their development. NSS unit has adopted one village and the special camp occurs every year. The college has integrated the socio-cultural values and practices of the region both in its academic programs and support for conservation and transfer of indigenous knowledge. The college faces some geographic as well as economic challenges. Reminding such facts the college performance with its limited resource is remarkable. In coming future college should prioritise the areas which will help them to remove its constraint.

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

Strength

Strengths:

- The college has two separate hostels for boys and girls with limited seats.
- Comparatively young faculties.
- Excellent teacher student relationship.

Weaknesses:

- The college is located in a remote place.
- College does not have 12B certificate of UGC.
- ICT based teaching learning is insufficient.
- Demand ratio of the college is low.

Institutional Opportunity:

- Start the programs in science and commerce.
- Exploration of geological and geographical uniqueness.
- Creating international market to local rural artifacts by creating a model of branding, marketing collaboration with industry.
- Opening of certificate/diploma courses on tourism management, cyber security, indigenous studies, skill development courses and artificial intelligence.

Challenges:

- Students are basically from first Generation learners.
- Low economic background of the students.
- To get permanent affiliation from the University.
- To get more funds for research & developments.

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)

- To generate more fund for overall development
- 12B certification to be achieved
- To open science and commerce programmes
- To get permanent affiliation from the University
- ICT based teaching learning facility to be improved
- Opening of different certificate and Diploma courses considering the opportunity of local need (Tourism management, Cyber security, indigenous studies, skill development)
- Sports facility to be improved with development of playground
- Laboratories (Geography & computer centre) to be developed
- Working of IQAC to be more efficient
- Number of seats in the both hostel to be increase on priority basis

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. SUGAM ANAND	Chairperson	
2	DR. DR SUBHASIS BHATTACHARYA	Member Co-ordinator	
3	DR. DHANUKUMAR ANGADI	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date

NAAC