

PEER TEAM REPORT ON Institutional Reaccreditation of Nesamony Memorial Christian College, Marthandam – 629165 Kanyakumari District, Tamil Nadu	
Section I: GENERAL	Information
1.1 Name & Address of the Institution:	Nesamony Memorial Christian College, Marthandam – 629165, Kanyakumari District, Tamil Nadu
1.2 Year of Establishment:	1964
1.3 Current Academic Activities at the Institution (Numbers):	
• Faculties/ Schools:	03 (Arts, Science & Commerce)
• Departments/ Centres:	15 (Science 08+Arts+ 05+ Commerce 02)
• Programmes/ Courses offered:	58 (UG: 17, PG:14, M.Phil.:10, Ph.D.:05, Others:12)
• Permanent Faculty Members:	73
• Permanent Support Staff:	27
• Students:	3621
1.4 Three major features in the Institutional context (As perceived by the Peer Team):	<ul style="list-style-type: none"> • Religious Christian Minority College under <i>Church of South India Kanyakumari Diocese</i> • Government-aided college in its Golden Jubilee offering both aided and self-financing courses at UG, PG and research levels. • College located in semi urban settings caters primarily to rural community and enjoys good reputation in the society
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	March 17-19, 2014
1.6 Composition of the Peer Team which undertook the on- site visit:	
Chairperson	Prof. Sudarshan Nanda (Former VC North Orissa University, Orissa)
Member- Coordinator	Dr. Bhaskar N. Joshi (Former Professor of Zoology, Gulbarga University, Karnataka)

Member	Dr. Bhushan K Sharma <i>Principal Goswami Ganesh Dutta Sanatan Dharma College, Chandigarh</i>
NAAC Coordinator:	Dr. Shyamasundar, Deputy Adviser
Section II: CRITERION WISE ANALYSIS	
2.1 Curricular Aspects:	
2.1.1 Curriculum Planning and Implementation:	<ul style="list-style-type: none"> • Vision and mission statements align with objectives of providing access to higher education primarily to students from rural and disadvantaged sections of the society • Affiliating university designs and develops curriculum. • A good number of teachers who are members of Board of Studies participate in curriculum development at university.
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> • Academic flexibility is good as number of aided and self-financed courses are available to the students in the form of diplomas and certificate courses • Under the CBCS system number of options are available both in core and electives • Curriculum development Committee set up by the college designs curricula for the add-on and certificate courses with the approval of the affiliating university.

2.1.3 Curriculum Enrichment	<ul style="list-style-type: none"> • Seventeen programs introduced during the last four years. • A number of UGC-sponsored career oriented add-on certificate and diploma courses contribute to the enrichment of curriculum. • Advanced diploma in import-export management, certificate courses in computational biology, business communication and training in tally are noteworthy.
2.1.4 Feedback System	<ul style="list-style-type: none"> • Curricula discussed in review meetings of the faculty and opinions communicated to the affiliating university. • Need for a formal mechanism to obtain feedback on curricula from the various stake holders.
2.2 Teaching-Learning & Evaluation:	
2.2.1 Student Enrolment & Profile	<ul style="list-style-type: none"> • Information about admission to courses is publicized in the college website, regional newspapers, local TV channels, posters and college prospectus • Admissions are on basis of merit-cum reservation policy of the Government with respect to religious minority institutions. • 50% of the seats are reserved for students belonging to Church of South India Minority; the remaining 50% of the seats are allotted as per reservation rules of the Government. For professional courses like MCA and MBA 65% of seats are under management quota

2.2.2 Catering to Students Diversity	<ul style="list-style-type: none">• Mechanism/s to identify slow/advanced learners is informal• Tutorials and Remedial programs are conducted as and when needed• Performance records of students properly maintained by the faculty.
2.2.3 Teaching-Learning Process:	<ul style="list-style-type: none">• Teaching schedules prepared well in time before the beginning of academic session and adhered to. Maintenance of course file by the teachers is noteworthy practice.• Predominantly lecture method; supported occasionally by seminars, quizzes and group-discussions. Need for better focus on student-centric learning.• Learning resources from NPTEL, NME-ICT and other sources yet to be harnessed. Need for adopting contemporary educational technologies.
2.2.4 Teacher Quality:	<ul style="list-style-type: none">• Qualified and motivated teachers; a large number of them hold research degrees (M.Phil./Ph.D.).• Recruitment of teachers is by College Governing Board. Vacant posts filled by the management are waiting for the Government approval.• Many teachers have attended refresher/orientation/Faculty development programs. Some have attended state/national level seminars/conferences within the last 5 years.• There is a system of teacher evaluation by students.

2.2.5 Evaluation Process and Reforms:	<ul style="list-style-type: none"> • College is following evaluation method prescribed by the affiliating university which includes CBCS system. • Formative evaluation includes internal assessment, consisting of three tests. Two best performances are averaged. • Model examination conducted at the end of every semester.
2.2.6 Student Performance & Learning Outcomes :	<ul style="list-style-type: none"> • Consistently good results with very high success rate and many rank holders. • Scope for defining 'Learning Outcomes' and evolving strategies to assess them. • Colleges follows the grievance redressal mechanism available with the affiliating university
2.3 Research, Consultancy and Extension:	
2.3.1 Promotion of Research:	<ul style="list-style-type: none"> • College has a Research Promotion Committee to promote research activity. While 5 departments are university-recognized research centre for Ph.D. program 8 are for M.Phil. degree. • Teachers are encouraged to avail UGC's FDP programs for pursuing their PhD program • Five research projects including three UGC major projects are in progress
2.3.2 Resource Mobilization for Research	<ul style="list-style-type: none"> • Need for mobilizing funds for developing infrastructure in science and technology • Need for attracting more extramural funding for research activity • Management provides some initial support for beginners in research

2.3.3 Research Facilities	<ul style="list-style-type: none"> • Adequate research facility but need updating in terms of equipments. • Good numbers of faculty are university recognized research guides. • Students' research projects are in good numbers.
2.3.4 Research Publications & Awards	<ul style="list-style-type: none"> • Though some faculty members have publications their credit, the number of quality publications in peer-reviewed journals is limited. • Few awards at the local regional level are won by the faculty. • Limited numbers of faculty have some books to their credit.
2.3.5 Consultancy:	<ul style="list-style-type: none"> • Consultancy is informal. Need for exploring the areas for consultancy and a formal mechanism for consultancy. • There is no college and industry interface for consultancy
2.3.6 Extension Activities & Institutional Social Responsibility	<ul style="list-style-type: none"> • Students are engaged with community work and outreach programs in surrounding villages including participation in construction of some houses for homeless people. • Environmental activities and developing a herbal garden at the roof top is noteworthy • NSS and NCC units are active and are involved in outreach activities. NCC students represented Tamil Nadu state in republic day parade
2.3.7 Collaborations:	<ul style="list-style-type: none"> • Informal and limited collaboration with other local institutions/organizations/industries • Informal on-job training of students in some local companies. • Collaboration with Central University of Hyderabad for research in Physics.

2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities for learning:	<ul style="list-style-type: none"> • Campus with good academic ambience is spread across 27 acres of land and has ample scope for expansion • Facilities for curricular activities –class rooms, labs- are adequate. There are four seminar halls. • Need for updating and enhancing infrastructure for better integration of ICT in teaching learning
2.4.2 Library as a Learning Resource:	<ul style="list-style-type: none"> • Library has Internet and INFLIBNET facility but need full automation and proper reading room. • Augmentation of resources in not commensurate with student strength.
2.4.3 IT Infrastructure:	<ul style="list-style-type: none"> • Students have access to computer facility. • The IT infrastructure needs augmentation with campus networking
2.4.4 Maintenance of Campus Facilities:	<ul style="list-style-type: none"> • Maintenance of campus infrastructure needs improvement. • Well maintained herbal and botanical garden • Well maintained RO drinking water plant exists
2.5 Student Support and Progression:	
2.5.1 Student Mentoring & Support:	<ul style="list-style-type: none"> • Free mid-day meal scheme for the needy students. • Fee-waiver for the poor students • UGC-sponsored coaching for NET exams • Alumni Association and Parent Teachers' Association are active and contribute significantly to the development of the college
2.5.2 Student Progression:	<ul style="list-style-type: none"> • The results are consistently good with several students securing university ranks. • Around 55% students progress to PG studies while around 27% progress from PG to research degree.

2.5.3 Student Participation and Activities:	<ul style="list-style-type: none"> • Satisfactory students' participation in sports and games, have won several medals • Sports infrastructure both out-door and indoor need improvement. • College magazine published regularly and once it was awarded best magazine prize.
2.6 Governance, Leadership and Management:	
2.6.1 Institutional Vision and Leadership:	<ul style="list-style-type: none"> • Bishop of <i>Church of South India, Kanyakumari Diocese</i> heads the Governing body • Vision and Mission are in line with objectives of providing higher education rural students • Management committed for quality and value-based education
2.6.2 Strategy Development and Deployment	<ul style="list-style-type: none"> • Academic plans are developed, reviewed and communicated in advance. • Organizational setup consist of committees for execution of academic and administrative strategies and plans
2.6.3 Faculty Empowerment Strategies:	<ul style="list-style-type: none"> • Turnover ration of the staff is low. • Faculty participation in administration through various committees • Heads of the departments enjoy autonomy. authority delegated to various committees. • Faculty development programs are encouraged.
2.6.4 : Financial Management and Resource Mobilization	<ul style="list-style-type: none"> • Financial support is mainly by the government, UGC and fees from students. • Accounting is computerized • Internal and external audit in order
2.6.5: Internal Quality Assurance Systems	<ul style="list-style-type: none"> • Institutional IQAC needs to be more proactive. • Need for IQAC to set benchmarks for quality and analyze feedbacks from stakeholders

2.7 Innovation and Best Practices:	
2.7.1 Environment Consciousness	<ul style="list-style-type: none"> • Green audit conducted • Use of LED light powered by solar panels to conserve energy is initiated • Water harvesting structures are given importance
2.7.2 Innovations	<ul style="list-style-type: none"> • Roof-top organic vegetable garden in the women's hostel • Assisting BARC monitor background radiation by being host. • A good Bio-informatics laboratory
2.7.3 Best Practices	<ul style="list-style-type: none"> • Orientation program for students at the beginning the academic session • X'mas gift of Rs. 6000/-each employee • Incentives for publication in journal with impact factor • Released a postal cover
Section III: OVERALL ANALYSIS	
3.1 Institutional Strengths:	<ul style="list-style-type: none"> • Good campus with scope for expansion. • Committed and qualified faculty • Large number of course options • Impressive results attracting meritorious students to the college • Supportive management committed to the cause of value-based education • Good discipline and ambience
3.2 Institutional Weaknesses:	<ul style="list-style-type: none"> • Limited integration of ICT and other 'state of the art' self-learning educational technologies • Weak placement cell and consultancy • Inadequate use of institutional website. • Limited institutional networking and linkages. • Underutilization of both physical and intellectual

	<p>resources.</p> <ul style="list-style-type: none"> • Limited use of library by the students
3.3 Institutional Opportunities:	<ul style="list-style-type: none"> • Strengthening ICT and IT infrastructure for beginning online courses. • Attracting more extramural funding for infrastructure in science and technology and research projects • Improving visibility by creation of new knowledge • Publishing more papers in peer-reviewed journals with high impact factor • Conducting international conferences
3.4 Institutional Challenges:	<ul style="list-style-type: none"> • Mobilizing funds for development of infrastructure for research • Empowerment of students for gainful employment by enhancing competence • Fostering linkages and collaborations with other industries/Institutions. • Collaboration with foreign institutions. • Making this college a premier institution with potential for excellence • To develop competent human resource in science technology.
<p>Section IV: Recommendations for Quality Enhancement of the Institution</p>	
<ul style="list-style-type: none"> • Adoption of ‘state of the art’ educational technologies in teaching-learning. • Offering online courses in some cutting-edge technology/socially relevant areas • Improving both indoor and outdoor sports facilities and training • Strengthening the central library. • Proper maintenance of infrastructure 	

- Updating laboratory facilities
- Fostering academic collaborations with local institutions and industries.
- Prepare a 5 year Perspective Plan for future development.
- Improving the communication skills of students and placement
- Better access to Internet for students

I agree with the Observations of the Peer Team as mentioned in this report.

Signature of the Head of the Institution
Seal of the Institution

Signatures of the Peer Team Members:

Name and Designation		Signature with date
Prof. Sudarshan Nanda (Former VC North Orissa University) 306 Falcon Residency KIIT Square Bhubaneswar – 751024 Orissa	Chairman	
Dr. Bhaskar N. Joshi (Former Professor of Zoology, Gulbarga University) Res. 103 Ganesh Darshan Apt, CTS107 Mangalwarpet Tilakwadi Belgaum – 590006 Karnataka	Member Coordinator	
Dr. Bhushan K Sharma Principal Goswami Ganesh Dutta Sanatan Dharma College Chandigarh – 160030	Member	

Place: Marthandam

March 19, 2014

Seal of the Institution