



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

**Accreditation - (Cycle - 4)**

**PEER TEAM REPORT ON**  
**INSTITUTIONAL ACCREDITATION OF**  
**PAVANATMA COLLEGE**  
**C-11622**

**Murickassery**  
**Kerala**  
**685604**

**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:	PAVANATMA COLLEGE Murickassery Kerala 685604	
2.Year of Establishment	1982	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	10	
Programmes/Course offered:	16	
Permanent Faculty Members:	31	
Permanent Support Staff:	15	
Students:	728	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. An affiliated grant-in-aid co-educational college situated in a rural area 2. College caters to the Tribal and SC and ST students from poor agrarian families 3. More than half of the students getting Government Scholarship	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 10-09-2024 Visit Date To : 11-09-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KALPESH H WANDRA	Principal,C U SHAH COLLEGE OF ENGINEERING AND TECHNOLOGY
Member Co-ordinator:	DR. AJEYA K GUPTA	Professor,DEEN DAYAL UPADHAYA GORAKHPUR UNIVERSITY
Member:	DR. J ZOREMA	FormerPrincipal,Govt J Buana College
NAAC Co - ordinator:	Dr. Jagannath Patil	



**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)

**Criterion I - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion I)**

1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b><i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i></b>
1.4	Feedback System

**Qualitative analysis of Criterion I**

This is an affiliated college under the Mahatma Gandhi Central University Kerala and hence follows the syllabus, calendar and examinations as designed and prescribed by the University. For the effective delivery of curriculum, the college prepares individual teaching plan, arranges co-curricular activities for the students and holds internal/ external assessment schedules as per the calendar. The institution demonstrates a structured and documented process for curriculum planning and implementation. Pervasive involvement of various stakeholders, including the Curriculum Planning and Implementation Committee (CPIC), departmental faculty meetings, and the Faculty Implementation Committee (FIC), ensures a collaborative approach. The use of workshops, handbooks, and online platforms for disseminating the academic calendar and teaching plans further strengthens the process. The institution's commitment to continuous improvement is evident in its practice of reviewing curriculum implementation through departmental reports, Teacher Performance Reports (TPRs), and feedback from stakeholders. The college effectively integrates cross-cutting issues relevant to professional ethics, gender equity, human values, environment, and sustainability into its curriculum. The inclusion of these issues in common courses, open courses, environmental studies, and specific modules within core and complementary courses demonstrates a commitment to holistic education. The college offers various certificate programs that address these cross-cutting issues, providing students with opportunities to deepen their understanding and develop relevant skills. The mandatory "Value Education" course for all students, with its focus on cross-cutting issues, further reinforces the institution's commitment to fostering values and social responsibility. The institution can explore opportunities to collaborate with local communities and organizations to address social and environmental challenges. This could involve engaging students in service-learning projects or internships that allow them to apply their knowledge and skills to real-world problems, fostering a broader understanding of complex issues. The institution should consider developing a formal mechanism to track and assess the impact of courses on student learning outcomes. This could involve collecting data on student enrollment, completion rates, and performance in these courses, as well as gathering feedback from students and faculty on the effectiveness of these offerings.



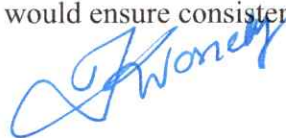
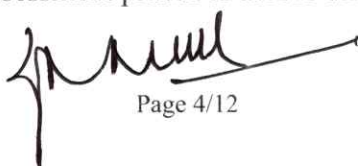


Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></b>
2.6.2 QIM	<b><i>Attainment of POs and COs are evaluated.</i></b>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

Pavanatma College employs a range of student-centric teaching methods, including experiential learning, participative learning, and problem-solving methodologies. The use of laboratory experiments, practical sessions, bridge courses, remedial classes, and various co-curricular activities creates a dynamic and engaging learning environment.

The college also leverages ICT-enabled tools and online resources to enhance the teaching-learning process. The use of Google Classroom, Google Meet, and other online platforms facilitates blended learning and provides students with access to a wealth of digital resources. The college has a transparent and efficient evaluation process, with clear mechanisms for internal and external assessment. The use of an academic calendar, centralized internal examinations, and feedback on evaluated answer scripts ensures transparency and accountability. The grievance redressal system is time-bound and with multiple avenues for students to report grievances related to examination conduct or valuation of answer scripts. The presence of a Student Grievance Cell and complaint boxes, along with the option to escalate concerns to higher authorities, ensures that student concerns are addressed promptly and effectively. This College states and displays Program Outcomes (POs) and Course Outcomes (COs) on its website. The college has developed a mechanism for evaluating the attainment of POs and Coordinators though it needs to be more analytical than description. This should involve calculating attainment levels for COs, PSOs, and POs using direct assessment methods and CO-PSO and CO-PO mapping matrices. The use of the Pavanatma Academic and Administrative Management System (PAAMS) to automate this process will further enhance its efficiency and effectiveness. The college may consider implementing a peer mentoring program, where senior students provide academic and personal support to their juniors. The college should consider implementing a system for collecting and analyzing feedback on the evaluation process from students and faculty. stakeholders. The institution should explore the use of technology to streamline the evaluation process and enhance its efficiency. This could involve implementing online submission and grading of assignments, as well as providing students with access to their grades and feedback through an online portal. The college should consider conducting regular workshops or training sessions for faculty members on how to effectively assess and evaluate student learning outcomes. This would ensure consistency in assessment practices across different departments and programs. The

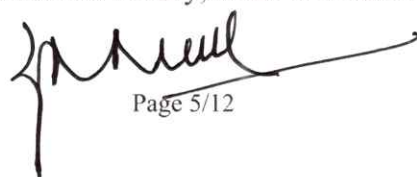



institution should explore the use of rubrics or other standardized assessment tools to evaluate student performance on complex tasks or projects. This would provide students with clear expectations and criteria for success, while also ensuring fairness and objectivity in assessment.

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	<b>Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

#### Qualitative analysis of Criterion 3

The college has taken initiatives to create an ecosystem for innovation and knowledge transfer. The establishment of the Tribal Studies Centre and the Research Project Promotion Cell (RPPC) .The college seems to promote research among faculty members and students. limited publication of research papers in variety of journals and books/chapters indicates a growing research culture. The college also organizes workshops and seminars on research methodology, intellectual property rights (IPR), and entrepreneurship to enhance research skills and awareness. The college has established MoUs with other institutions for internship, on-the-job training, project work, and research. These collaborations provide opportunities for knowledge exchange and skill development. The college actively engages in extension activities, demonstrating its social responsibility. The NSS, NCC, and other forums organize various extension programs with community involvement. The college has received appreciation for its extension activities, including flood relief efforts, COVID-19 emergency services, and contributions to the Chief Minister's Distress Relief Fund (CMDRF). The college has conducted various extension and outreach programs through organized forums like NSS/NCC, involving the community. These programs have addressed social issues such as health, hygiene, environmental sustainability, and disaster management. The extension activities have sensitized students to social issues and contributed to their holistic development. By participating in these programs, students have opportunities to gain valuable practical experience, develop leadership skills, and foster a sense of social responsibility. The college should consider expanding its extension activities to include more diverse areas such as skill development, entrepreneurship training, and digital literacy programs. The institution should explore opportunities to collaborate with local NGOs and government agencies to implement larger-scale extension projects that address pressing community needs. The college should document and disseminate the outcomes and impact of its extension activities through its website to showcase its contribution to society and inspire others. The college should consider establishing an Intellectual Property Rights (IPR) cell to promote awareness and facilitate the protection of intellectual property generated by faculty and students. Although, institution has set up an incubation center recently to support and nurture innovative ideas and entrepreneurial ventures among students and faculty, it needs a concrete plan and sincere effort to make it




effective. The college should continue to strengthen its research and extension activities by providing additional resources, incentives, and recognition for faculty and student participation.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

Pavanatma College boasts a well-developed infrastructure that caters to the diverse needs of its students and faculty. The campus features 45 classrooms, a good number of which are multimedia-enabled, along with 11 small staff rooms and 2 non-teaching staff rooms. The presence of three seminar halls, a conference hall, and four science laboratories provides ample space for academic activities. Computing facilities need to increase and needs to upgrade as per the technology upgradation. The college also prioritizes sports and cultural facilities, offering an outdoor stadium, an indoor stadium, a yoga center, a gymnasium, a basketball court, and an auditorium. These facilities encourage students to engage in physical activities and pursue their interests in sports and the performing arts. However, it lack adequate outdoor sport field for regular practices. Other essential facilities, such as a library, an administrative block, a counseling room, a canteen, are also available for a conducive learning environment. Ladies common room is inadequate and poorly equipped for adequate privacy and usage. Ramps are not up to the mark. means lack of facilities for disable people. The college should consider conducting a comprehensive accessibility audit of its campus to identify any barriers that may hinder the full participation of students with disabilities. This could involve evaluating the physical accessibility of buildings, classrooms, and other facilities, as well as the availability of assistive technologies and support services. The institution should explore opportunities to create additional spaces for student collaboration and interaction, such as study lounges or common areas. These spaces would foster a sense of community and provide students with opportunities to connect with their peers outside of the classroom. The college library serves as a valuable learning resource, offering a collection of over 20,525 books, 35 magazines, 18 journals, and 7 newspapers. The library is automated to a good extent with KOHA software and provides access to various digital resources, including e-books, e-journals, and online databases. The library also features an e-learning center, an interactive learning space, and a reprographic center, further enhancing



its functionality and appeal. The availability of a special reference section with resources on teacher publications, career advice, and competitive exams caters to the diverse needs of students and staff. The college should consider expanding its collection of e-books and e-journals to provide students with access to the latest research and publications in their fields of study. Moreover, the circulation of books can be enhanced in the larger interest of the students. The institution should explore opportunities to collaborate with other libraries in the region to share resources and expertise. This could involve participating in interlibrary loan programs or developing joint initiatives to promote information literacy and research skills among students. Also number of text books need to increase with respect to students numbers.

The College demonstrates a commitment to maintaining a good IT facilities and providing sufficient bandwidth for internet connectivity. The presence of an ICT committee responsible for overseeing IT infrastructure requirements and conducting regular audits ensures that the college's technological resources remain current and effective. The college boasts a range of IT facilities, including 101 computers, interactive boards, printers, scanners, and UPS. A good number of classrooms are equipped with LCD projectors and Wi-Fi connectivity, facilitating the integration of technology into the teaching-learning process. The development of the Pavanatma Academic and Administrative Management System (PAAMS) further streamlines academic and administrative activities, improving efficiency and transparency. The college should consider investing in additional IT infrastructure, such as laptops and tablets, to facilitate student access to digital resources and online learning platforms. The institution should explore opportunities to provide training and support to faculty members on the effective use of technology in teaching and learning. This could involve organizing workshops or providing access to online tutorials and resources.

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	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

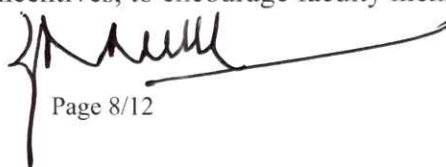
The college has a registered Alumni Association, Pavanatma Alumni Association Murickassery (PAAM), that contributes to the development of the institution. The association provides various forms of support, including academic, co-curricular and infrastructure.. Alumni members serve as resource persons for seminars and enrichment programs, offer career guidance. This association can be made more proactive by conducting an election process for the office bearers and in creasing the frequency of its regular meetings for a closer peep into what can better the existing environment to address the real need of the students and the college. Encourage UG students to join PG programs with some financial benifits.



Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

#### Qualitative analysis of Criterion 6

The college's vision and mission statements are well-articulated and reflect a commitment to holistic education, social responsibility, and community development. The leadership demonstrates a clear understanding of these guiding principles and actively works towards their realization. The implementation of the National Education Policy (NEP) 2020 as per university guidelines is a testament to the institution's adaptability and its willingness to embrace progressive educational reforms. The establishment of an NEP cell and the organization of awareness programs for faculty members highlight the proactive approach taken by the leadership in facilitating this transition. The college's sustained growth over the years, as evidenced by the expansion of academic programs, is a positive indicator of effective leadership and management. The decentralization of decision-making through various committees and cells further empowers faculty and staff, fostering a sense of ownership and collaboration. The institution should explore ways to further strengthen its communication and feedback mechanisms to ensure that all stakeholders, including students, faculty, staff, and the community, feel heard and valued. This could involve conducting regular surveys, organizing open forums, and establishing online platforms for feedback and suggestions. Need to take annual performance report of all the staff members in institute. The institution offers various welfare for its employees, including provident fund, insurance schemes, medical benefits, and leave entitlements for grant in staff members. These measures contribute to employee well-being and job satisfaction. The college provides avenues for career development and progression for its faculty members. Financial support for only book publications opportunities for pursuing higher education, and participation in faculty development programs (FDPs) are some of the initiatives in place to enhance faculty skills and knowledge. Faculty welfare policy for research culture development need to revise. The institution should explore ways to further incentivize faculty participation in FDPs and other professional development activities. This could involve offering additional benefits, such as release time or financial incentives, to encourage faculty members to engage in continuous




learning and development.

The college demonstrates a proactive approach to resource mobilization, actively seeking funds from both government and non-government sources. The submission of proposals, detailed project reports (DPRs), and utilization certificates to government agencies reflects a commitment to securing financial support for its initiatives. The institution has established effective financial planning and control mechanisms. The presence of various committees, such as the Finance Committee and Purchase Committee, ensures that financial resources are allocated and utilized judiciously. The college conducts internal financial audits to maintain transparency and accountability in its financial operations.

The Internal Quality Assurance Cell (IQAC) plays a crucial role in institutionalizing quality assurance strategies and processes. The cell actively reviews teaching-learning processes, operational structure and methodologies, and learning outcomes at periodic intervals. The IQAC's efforts to record and track incremental improvements in various activities demonstrate a commitment to continuous improvement. However, IQAC need to refine its meetings and minutes taking process, documents maintenance and record keeping methods for more authenticity of the events recorded. The feedback system and Outcome analysis methods should be more statistical and analysis based for an overall and a scientific orientation.

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	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

#### Qualitative analysis of Criterion 7

The college has taken commendable initiatives to promote gender equity and sensitization. The establishment of a Women's Cell, the implementation of gender sensitization programs, Gender audit and outcomes need to analys. The institution's efforts to provide an inclusive environment that celebrates diversity and promotes social harmony are noteworthy. The organization of events and activities that foster cultural, regional, linguistic, and socioeconomic inclusion creates a sense of belonging for all members of the college community. The college actively sensitizes its students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens. The organization of student union elections, the

  
Page 9/12

establishment of an Electoral Literacy Club, and the participation of faculty and staff in national and state elections are some of the initiatives in this direction. The college can further consider developing a comprehensive diversity and inclusion policy that outlines its commitment to creating an inclusive environment for all members of the college community, regardless of their background or identity. This policy should also include mechanisms for addressing any instances of discrimination or harassment. The institution should explore opportunities to further engage with the local community to promote social responsibility and civic engagement among its students. This could involve organizing service-learning projects, volunteering opportunities, or community outreach programs that address local needs and challenges.

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

#### **Overall Analysis**

##### **Strength:**

- Good reputation for providing quality education in the region.
- The faculty members are devoted and hard working.
- Good infrastructure and facilities.
- The college has a good focus on student support and progression.
- The college has a well-functioning governance and leadership structure.
- The college has a strong commitment to institutional values and best

##### **Weaknesses:**


- Remote rural place in a hill area
- Research output.
- Alumni association of its student body.
- Lack of hostel facilities for men.
- lack of research facilities and policy

##### **Opportunities:**

- The college has the opportunity to introduce more specialized programs to attract a more diverse student body.
- The college has the opportunity to expand its academic collaborations.
- The college has the opportunity to leverage technology to enhance teaching and learning.

##### **Challenges:**

- The college faces the challenge of increasing competition from other institutions.
- The college faces the challenge of the changing higher education scenario.
- The college faces the challenge of dependence on the government for funding and approval of new programs.





#### 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)

- Progression towards need based professional/ skill based PG/ UG Programs
- Programs enrichment through AI, ML, Business Analytics and Data Science inputs and Introduction of programs around these future oriented disciplines
- Alumni association should be made proactive
- Increase the student representation in various committees
- Inculcating more research culture amongst all the faculty members
- The college should take steps to increase the diversity of its student body by offering scholarships and other financial aid to students from underrepresented groups.
- The college should explore the possibility of constructing a hostel for men.
- The college needs to increase number of high configuration computer systems and ICT devices to support new technology and use it to enhance teaching and learning.
- Need to enhanced facilities for disable people

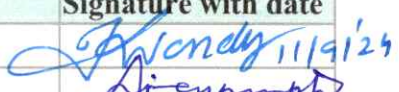
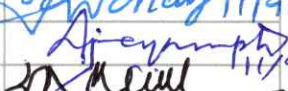
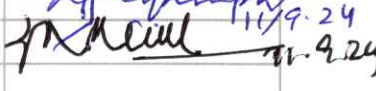
I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution



Prof. (Dr.) BENNICHEN SCARIA  
PRINCIPAL

PAVANATMA COLLEGE  
MURICKASSERY, IDUKKI DIST

Sl.No	Name		Signature with date
1	DR. KALPESH H WANDRA	Chairperson	 11/9/24
2	DR. AJEYA K GUPTA	Member Co-ordinator	 11/9.24
3	DR. J ZOREMA	Member	 11.9.24
4	Dr. Jagannath Patil	NAAC Co - ordinator	

Place *Murickassery, Kerala 685604*

Date *11-09-2024*