



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

Accreditation - (Cycle - 4)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
ST. EDMUND'S COLLEGE
C-16330**

**Shillong
Meghalaya
793003**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	ST. EDMUND'S COLLEGE Shillong Meghalaya 793003	
2.Year of Establishment	1923	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	4	
Departments/Centres:	21	
Programmes/Course offered:	6	
Permanent Faculty Members:	61	
Permanent Support Staff:	20	
Students:	3008	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. It is a Grant in Aid College affiliated to North Eastern Hill University. . 2. It is an urban based coeducation institution 3. It is recognized as minority (Christian) institution.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 22-08-2024 To : 23-08-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RAMESH KUMAR	FormerPro-Vice Chancellor,T M Bhagalpur University
Member Co-ordinator:	DR. JAYPRAKASH TRIVEDI	FormerProfessor,SARDAR PATEL UNIVERSITY
Member:	DR. PRAVEEN GOSWAMI	Principal,PODDR INTERNATIONAL COLLEGE JAIPUR
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 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
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	<i>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</i>
1.4	Feedback System

Qualitative analysis of Criterion 1

College is very old well-established and started in 1923. It is a minority institution Functioning in Urban area catering higher educational need of mostly tribal and other backward class students. It is Grant in aid institution affiliated to North Eastern Hill University. It is offering 21 different UG courses and 1 PG programme under five streams (faculty) namely Arts, science, commerce, social work and computer applications. It is teaching curriculum of affiliating university in a planned way by following academic calendar of university as well as it's on teaching-schedule and timetable. It is conducting continuous internal evaluation as per marking-scheme, guidelines and framework. Provided by university following CBCS in its all courses some academic flexibility availed to students through optional subjects and subject-combinations offered. Except Khasi all subjects are taught in English medium. Curriculum is taught to students by lecture method coupled with ICT facility and some experiential learning in form of training programmes, field work, experiments. IT based teaching-learning observed considerably. Cross-cutting issues related to professional ethics, gender, human values, environment and sustainability are substantially reflected in topics of several subjects as well as extracurricular activities and NSS, NCC and RRC programmes. College is playing important role in spreading higher education among tribal and backward class students and thereby bringing social change among them. Feedback from all stakeholders on curriculum are collected, analysed with follow-up action and displayed on college website.

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 and teachers use ICT-enabled tools including online resources for effective teaching and learning process
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	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i> Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

College admits large number of students on Sanctioned seats showing good enrolment and demand ratio for courses offered, most of the reserved seats have been filled up. Admitted students assessed in terms of their learning levels, classified as advanced and slow learners and special programmes for respective group organized for improvement. Along with conventional lecture method. Some experiential learning in the form of field/project work and experiments is given in teaching-learning process, 53 classroom, ICT facilities for Power Point Presentation and 2 smart classes are available and used by faculty. Regular use of electronic media and online teaching is also observed. All the full time teachers are qualified and experienced. Continuous internal evaluation comprising tests, assignments, project reports are conducted on time, regularly as per guidelines, marking-scheme of university. CIE is also conducted transparently and satisfying way exam related grievances of complaining students are resolved timely and satisfactorily. For these mechanisms, the exam committee and reassessment system are functioning well, programme and course outcomes are clearly defined and communicated to teachers. Attainments of these outcomes are also evaluated by college with follow up action.

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, 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
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	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.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3	
<p>College has received several research projects funded by government, Non-govt. organization as well as management itself. In these projects, faculty members are involved. As a part of research eco system, college has established Research and Publication cell which is fostering extensive research, interest through course based undergraduate research experience CURE initiative among faculty and students. It is regularly organizing impact lectures, skill development sessions, workshop/seminar on research methodology, IPR Entrepreneurship and start-ups. Most of the permanent faculty members are holding Ph.D. Degree and many of them have good publication record. Large member of extension programmes are organized by N.S.S. N.C.C. R.R.C, Eco-club, social work department, UBA etc. College has also received award and recognition for extension activities. It has conducted good number of collaborative activities in collaboration with N.G.O, Govt. Depts., industries and University and has 25 functional MOU with the same.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>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.)</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>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</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

College is functioning in large well-maintained campus area and has good facilities for teaching-learning and research facilities include 51 classrooms equipped with ICT enabled tools, 2 smart classrooms, laboratories, auditoriums, semi-common rooms, Incubation Centre and research facility. For cultural activities, it has auditorium, A.V rooms, Playgroun well-lit floodlight, outdoor fields, courts for sports, well-equipped gymnasium, rooms for indoor games etc. College has automated library containing large number of textbook and reference books. Library allows users to access e-resources through identified Web Portal as well as has a large reading room, substantial expenditure made on purchase of new books and library resources. It has good IT infrastructure containing web-site, Wi-Fi, computers with internet etc. These facilities are updated regularly. The campus infrastructure is well maintained by technical and support staff as well as service-provided sourced from private agencies under A.M.C.

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

Large numbers of student have received financial support in form of scholarship /free ship from government and institution. College has undertaken all four-capacity development and skill enhancement activities such as

soft skills, Language and communication skills, Life skills and I.C.T/computing skills, similarly large proportion of students have been benefited by guidance for competitive exams and career counselling given by the college. It has all four mechanisms for the redressal of students' grievances including sexual harassment and Ragging cases with regard to student progression it is found that considerable proportion of students' progress to higher studies, some of the students also got placement while few of them qualified in state/national level competitive exams. Many students have received awards/medals for their outstanding performance in sports and cultural activities organized at University state/national level. The College has registered Alumni Association SECAA .

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	The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression
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

The College has clearly defined institutional vision and mission which is well reflected in its governance and communicated to faculty. Managerial practices particularly decentralization and participative management are reflected in formation and functioning of several Work-committees involving faculty and students and their participation in decision-making. The college has strategic/perspective plan which is deployed effectively. Being sponsored by a Christian Organization (CCBI), the organization structure has governing body, Executive Committee; Principal at second level and various work-committee at the lower level. Principal is key functionary with authorities delegated by Executive Committee. Various work-committees including IQAC have been constituted and functioning well as per their functional needs and direction of principal. Good welfare measures including financial incentives and professional training provided to teachers as a part of faculty empowerment. The College has conducted internal and external audits of financial resources by competent authority. It is good in mobilization of funds and optimum utilization of available resources. IQAC is functioning well in terms of its role of institutionalizing of quality procedures and processes. It is also reviewing teaching-learning and other operational procedures with some follow up done and actual outcome

generated from the same several incremental improvements over preceding five years are observed in college.

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	Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. <i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
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 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	
<p>The College has promoted gender equity by ensuring safety and security of girls students as well as providing them with full opportunities of participation in academic, co-curricular, extra-curricular activities and events. It has also conducted Gender Audit. College has adequate facilities and taken initiatives like alternative sources of energy and water conservation measures, management of all types of waste, water conservation disabled-friendly, barrier free green environment. It has conducted green environmental audit, energy audit and beyond the campus environmental promotion activities. Inclusive environment implying tolerance and harmony are developed through the organizing of college Fest, National independence and Republic day, Ethnic day, Mother tongue day involving students of diverse backgrounds. It is also severd celebrating several national and international days such as, National Unity day, National Youth day, Women day, World indigenous days etc. The students and staff are sensitized to their constitutional obligations through teaching of Indian Constitution in several subjects as well as of talks and programmes on citizenship ,values, rights and duty. The College has two best practices such as “Social Inclusion of differently abled students” and “Community outreach through adoption of village.” Both the practices are carried out successfully with significant results of assimilation of disabled students in student community and substantial development in villages adopted respectively. It’s distinctiveness lies in its unique vision “Deeds not words” and role of changing lives and enriching future of young learners through education in an inclusive environment.</p>	

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

Overall Analysis
<p>Strength:</p> <ol style="list-style-type: none"> 1. Old and well-established institution with well-defined vision and mission. 2. Good numerical strength of students with good enrollment ratio.

3. Proactive management with missionary spirit.
4. Well-developed campus with good physical facilities for teaching-learning.
5. Qualified permanent faculty.

Weaknesses:

1. Limited freedom and scope for framing new credit-based Courses.
2. Very limited scope for the industry-academic interface due to relative absence of industry in state.
3. Limited exposure of faculty to national and global academic trends and development
4. Campus placement is not formalized.
5. Very limited scope consultancy by faculty and revenue generation from the same.

Opportunities:

1. Scope for starting several P.G. courses in U.G. courses offered in the college.
2. Starting of several professional courses having high placement opportunities.
3. Increasing consultancy service on part of faculty and income-generation from the same.
4. Enhancing collaboration with other education and training institutions for exchange of faculty and students and their empowerment.
5. Mobilization of funds for increasing research activities particularly through CURE programmes and Govt., Non- Govt. agencies.

Challenges:

1. Securing more funds from government and non. Govt. agencies for further development.
2. Motivating and training faculty and students for ICT based teaching learning on regular basis.
3. Increasing student progression particularly in terms of job placement.
4. Recruitment of faculty on permanent posts due to Govt. Policy.
5. Retaining of students in some of the conventional 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)

- P.G. center with P.G. course in several subjects be started.
- Mechanism for the evaluation of strategic/perspective plan be developed.
- Fund may be mobilized from U.G.C. I.C.S.S.R. , I C H-R for research Projects and seminar/workshops.
- Effective collaboration with other educational institutions of and N.G.O.S of high repute be made for faculty and student exchange programmes.
- Centre for tribal studies be established and Museum of tribal cultural heritage be started
- More industrial visits for some undergraduate courses
- Provide comprehensive transport facilities for students from the institute
- Sports complex with necessary facilities for students
- Expand internship opportunities in courses requiring practical exposure
- Increase the number of digital classrooms equipped with modern technology

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. RAMESH KUMAR	Chairperson	
2	DR. JAYPRAKASH TRIVEDI	Member Co-ordinator	
3	DR. PRAVEEN GOSWAMI	Member	
4	Dr. Jagannath Patil	NAAC Co - ordinator	

Place

Date