



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

**Accreditation - (Cycle - 2)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
SHYAM LAL COLLEGE  
C-6357**

**Delhi  
110032**

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

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20/12/2022*

*K. G. Jaiswal*

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**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	SHYAM LAL COLLEGE Delhi Delhi 110032	
2.Year of Establishment	1964	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	11	
Programmes/Course offered:	12	
Permanent Faculty Members:	59	
Permanent Support Staff:	49	
Students:	3149	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The college has ranking in top hundred colleges in NIRF . 2. The college is catering the educational needs to under privileged sections of the society. 3. College has good green campus.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 19-12-2022 Visit Date To : 20-12-2022	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RAMESH KUMAR	Pro-Vice Chancellor,T M Bhagalpur University
Member Co-ordinator:	DR. KAMALAXI G TADASAD	Professor,Rani Channamma University
Member:	DR. RAMALINGAM L P	FormerPrincipal,Sourashtra College
NAAC Co - ordinator:	Dr. M.S. Shyamasundar	

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## 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 delivery through a well planned and documented process</b>
1.1.2 QIM	<b>The institution adheres to the academic calendar including for the conduct of CIE</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion I

The College administers an effective delivery of the curriculum by setting its learning objectives as priority in the following ways: College follows the Academic Calendar of the University, it organizes its teaching schedule in the manner so as to fulfill the objective of effective curriculum delivery.

Experiential and participative learning is ensured through participation of students in projects, conferences, SDPs, MoE programmes/projects, fieldwork, internships, team work in different Centres etc.

The College also ensures that the syllabus for different courses is uploaded on the College website for the reference of the students. The library staff annually organizes an orientation session for the first year students.

The teachers participate in the University's curriculum related activities like syllabus formation, paper setting, workshops, seminars, talks and lectures to remain updated with the requirements of any newly introduced course/mode.

All faculty members plan course completion, internal assessment, assignments, projects, tests in tandem with the academic calendar for the smooth conduct of the teaching learning process throughout the semester. Slow learners are given extra classes and remedial measures are also adopted to enhance their performance in the semester end exams. While students who are involved in extension activities, co-curricular and extra-curricular activities are given academic credits for projects and welfare initiatives that they are involved in.

The following initiatives are undertaken by the college to integrate crosscutting issues: Issues of Professional Ethics, Gender, Human Values, Environment and Sustainability are taken up in specific courses and papers of social sciences, humanities and science.

College should encourage students to utilise MOOC and SWAYAM platforms.

  
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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	<b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>
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</b>
2.3.2 QIM	<b>Teachers use ICT enabled tools for effective teaching-learning process.</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b>
2.5.2 QIM	<b>Mechanism to deal with internal/external examination related grievances is transparent, time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.</b>
2.6.2 QIM	<b>Attainment of programme outcomes and course outcomes are evaluated by the institution.</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The College organizes following programmes for both advanced learners and slow learners: For Slow Learners: The problems of slow learners in terms of learning-gap are identified and attended to in tutorial classes. Remedial classes of all courses are conducted for every paper to bridge the learning-gap. Regular Mentor-mentee interactions are undertaken to monitor the progress of the slow learners. Reading material and E-resources/lectures are made available to slow learners. Slow learners are given extra attention and teachers motivate them to take part in curricular and co-curricular activities.

The College computer labs have software like MATLAB, Mathematica, Oracle, screen reading software which enhance the experiential learning among students.

The College promotes ICT enabled teaching-learning process in addition to the traditional chalk and duster method. All the teachers are well equipped in incorporating technology into their pedagogy. To support this the College is Wi-Fi enabled zone. The College has well furnished classrooms with ICT facilities and LCD projectors, 5 science labs, 1 Knowledge Resource Centre, 1 ICT enabled Seminar Hall (with 4 LED TVs), 1 Multi-purpose Hall and, 1 Board room (with 1 LED TV) and 4 fully air-conditioned modern computer labs equipped with latest Softwares likes Microsoft visual studio, Tally, Mathematica, Photoshop, Abby fine reader, Acrobat reader, Q Basic, Argus Lab linux, c compiler etc. for enhanced quality experience.

Continuous internal assessment and term end examination help inculcate critical thinking and analytical reasoning that further improve their professional prospects and contribute to the integration of the College's vision and mission.

Since, the College is a constituent College of Delhi University, it follows the examination and assessment

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guidelines set by the University. Internal assessment has 25% weightage while semester end exams have 75% weightage.

The College has adopted LOCF according to the mandate of the UGC and Delhi University and has also made sure that they are reflected in the vision and mission of the College.

The attainment of Programme outcomes and programme specific outcomes is evaluated through students' active engagement in various co-curricular activities like department specific competitions, debates, seminars that complement the skills and knowledge they gain in the chosen programmes. Attainment of Course outcomes are assessed through continuous internal evaluation including class tests, assignments, presentations, reading exercises, tutorial discussions, projects etc.

College is encouraged to take educational tours and industrial visits for the benefits of the students

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 and has initiatives for creation and transfer of knowledge</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</b>
3.5	Collaboration

**Qualitative analysis of Criterion 3**

SLC encourages students to not only focus on course learning but also to gain holistic knowledge through experiential learning, innovative practices and creative thinking. The focus of all departments, Centres and Cell is to involve students in both creation and transfer of knowledge, ideas and skills. Innovation council(IC) is established under MHRD's Innovation Cell in 2018 to encourage, inspire and nurture young students by supporting them to work with new ideas. Many seminars and workshops have been organized by the IC to drive innovation and start-up ecosystem.

National Service Scheme (NSS) of SLC offers student volunteers the opportunity to engage with issues concerning environment, community well-being, mental and physical fitness, awareness and sanitization drives, safety of women etc. The NSS Unit of the College has been the flagbearer in organizing various blood donation camps, awareness around plastic ban, tree plantation drives, Yamuna Ghat cleanliness project, sanitation drives etc. It works towards the rejuvenation and revival of rivers, spread awareness about women health and hygiene, and conduct hygiene awareness and mask distribution drives during Covid-19 pandemic.

The students have been actively involved in mask and ration distribution, motivated people to get themselves vaccinated, academically helped students in villages during the Covid-19 pandemic.

More teachers should be encouraged to mobilize funds through funding agencies for research projects.

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.</b>
4.1.2 QIM	<b>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS)</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution frequently updates its IT facilities including Wi-Fi</b>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<b>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</b>

#### Qualitative analysis of Criterion 4

For an effective teaching-learning process, the institution has adequate infrastructural and physical facilities such as classrooms, libraries, labs, and other facilities. The current infrastructure is consistently being improved and worked upon according to the academic and co-curricular needs of the students. The college has total of 67 classrooms in old and new building. There are LCD projectors in various classrooms. Teachers regularly use LCD projectors for better dissemination of lectures and presentations. . Laboratories Students and staff use four fully working computer labs at SLC for practical classes and other research-related activities. There are four well-equipped computer laboratories, which have a total of 1416 computers including desktops and laptops for the perusal of the students, office staff and teachers. The institution features well-equipped Physics Lab, Chemistry Lab 1, Chemistry Lab 2, Electronics Lab and Botany Lab.

The College provides facilities like Stage, dedicated Music room, Dance practice spaces, Amphitheatre, Performance spaces and Music instruments. College has also fixed an appropriate budget for all the societies which is allocated to them at the beginning of the session.

The college has two functional sports ground. The college has fully developed Cricket field, Hockey ground, Volleyball area, Football field.

The library has an institutional membership with UGC' N-LIST program. E-Journals and other e-resources subscribed by the Delhi University Library System are accessed in the Library through Delhi-University-Wide-Network and other e-resources accessed remotely through UGC' N-LiST program. User-friendly fully computerized On-line Library Catalogue (OPAC) is available for access to students and faculties in the College Library. Library is automated using Integrated Library Management System (ILMS).

The College has four computer labs and five science labs. All the labs undergo renovation of physical facilities and maintenance of equipment, Chemicals, instruments. All the equipment and inventory in labs are maintained by lab attendants and staff members. Science TICs and AO maintain physical, chemical and software resources of Labs. The College maintain lab infrastructure through AMCs.

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The library should have latest editions of books in all programmes.

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	<b>Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)</b>
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

All the Department Associations recruit student office bearers such as the President, Secretary, Treasurer, Members and organize academic and student related activities. The student teams then plan and conduct academic and co-curricular activities of the departments in consultation with the teachers.

Four students have been part of an International Project "Responsible Business Professionals: Finland and India Trade" funded by CIMO, Finland. Similarly, students have been actively engaged with six Innovation projects funded by Delhi University and headed by SLC faculty members.

The Shyam Lal College (SLC) has a registered Alumni Association under the Societies Registration Act XXI of 1860, New Delhi with Registration No. District Shahdara/Society/915/2017. The Association works with a strong network of alumni community that takes keen interests in the welfare measures of the college and actively participate in them in various capacities. The college regularly invites the successful alumni to interact with the enrolled students. These interactions help the existing students in understanding the needs of the industry and accordingly prepare for future endeavours. SLC Alumni are strong partners in ongoing academic, non-academic activities, co-curricular research etc.

The college alumni needs to cater the needs of younger generation and in this direction college can have various employability programmes.

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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of and in tune with the vision and mission of the institution</b>
6.1.2 QIM	<b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic / Perspective plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures for teaching and non-teaching staff</b>
6.3.5 QIM	<b>Institutions Performance Appraisal System for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution conducts internal and external financial audits regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</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</b>
6.5.2 QIM	<b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</b>  <b>( For first cycle - Incremental improvements made for the preceding five years with regard to quality</b>  <b>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )</b>

#### Qualitative analysis of Criterion 6

The vision of the College emphasizes on inclusiveness which is achieved through fee concession/waiver provisions and financial aid, scholarships etc. for the benefit of underprivileged students.

At the apex of management in Shyam Lal College is the Governing Body, which comprises of well-known intellectuals from the Central Universities, State Universities and the Delhi Universities, bureaucrats, public figures, journalists, philanthropists from Shyam Lal Charitable Trust, the Principal SLC and the representatives of the teaching community and non-teaching staff of the College as per the norms of Delhi University.

Decentralization and active Participation can also be seen in SLC during the management and organization of seminars, conferences workshop and festivals in college which aims towards developing management and soft

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skills among students which are done under the active guidance and mentorship of teachers.


Governing body has Chairperson, two university representatives, intellectuals from different fields, member secretary who is the Principal of the college. The Governing body functions according to the statutes and ordinances of Delhi University and oversees the overall institutional development including faculty and non-teaching appointments, infrastructural developments etc.

The self-appraisal system is an effective mechanism that works to ensure career advancement through proper scrutiny and selection. On the basis of the information received from the teaching and non-teaching employees, appropriate communication is sent by the Principal to the Chairperson, college governing body; and the said information is used to provide requisite inputs to the governing body, if and when necessary. The teachers are required to submit Annual Performance Appraisal Report (APAR) annually in July every year as per the UGC gazette notification 2018 and a Proforma for Performance Based Appraisal System (PBAS) at the time of seeking promotion in the respective stage.

The internal audit is automatically carried out regularly by the Accounts Department with several checks at various points including A.O. & Section Officer (A/cs) and Bursar as checking officers. Several other Internal committees scrutinises the bills before processed for payment and engagement of ICT in accounts reduces the possibility of errors and mistakes to the minimum. Final ledger is being checked at the level of Principal before payment. For the external audit, a panel of names of auditors (CAs), generally three, is suggested by the college and sanctioned by the College Governing Body.

SLC being a constituent college of University of Delhi has been receiving 95% of the maintenance grant on monthly basis from UGC/GOI on the basis of Budget Estimates submitted annually by the college. The remaining 5% share of maintenance grant is being provided by the Shyam Lal Charitable Trust. Additionally, college charges fees from the students for organizing various activities. Financial shortfall/deficit are managed through additional grants already received from UGC and fee collected from students.

Academic audit are conducted regularly in the collegen through IQAC.

  
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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>Measures initiated by the Institution for the promotion of gender equity during the last five years.</b>
7.1.3 QIM	<b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</b>
7.1.9 QIM	<b>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).</b>
7.1.11 QIM	<b>Institution celebrates / organizes national and international commemorative days, events and festivals (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 zero tolerance policy on issues like harassment and gender discrimination and has systemic redressal mechanism to oversee such issues. In order to promote gender equality and inclusivity, the College offers 1% concession in marks at the time of admission to the girl students. The College has Women Development Centre (WDC) that creates awareness on gender equality and empowerment through workshops, counselling sessions, seminars etc.

For solid waste segregation, colour coded dustbins (two types) have been kept in the campus and waste collected from these dustbins is then disposed-off in the most appropriate manner. The major volume of waste which is generated by the college campus is segregated as biodegradable Waste.

E-waste is sent to nearby recycling unit viz., Resource E-Waste Solutions Pvt. Ltd. Events like making creative things out of waste materials are conducted by the Eco Club which therein helps reuse waste.

The College has constructed two concrete compost pits in the college campus which can convert almost 2000 kg of organic waste into compost/manure and has also Rain Water Harvesting System. As a result, the college invest less in chemical fertilizers as required in its gardens. STP Plant – The college has successfully set up a Sewerage Treatment Plant (STP) and have trained the staff for the proper functioning of this STP.

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SLC commemorates the national and international days, events and festivals to inculcate the spirit of collective humanity and national belongingness. The following are the details: CHD organizes the National Youth Festival around 12th January every year to pay respect to Swami Vivekananda and his preaching. 15th January is celebrated by SLC every year as "Army Day" to commemorate Cariappa taking over as the top commander of the Indian Army. On the occasion of National Voters Day on 25th January every year, the NSS holds Pledge on National Voters Day. SLC celebrates Independence Day and Republic Day with flag hoisting, student competitions and cultural events. SLC observes World Leprosy day on 30th January in order for youth to understand the real causes and spread awareness about the disease. SLC celebrates "Matribhasha Diwas" 21 February to promote the use of mother tongue. Shaheed Diwas is celebrated by SLC on 23 March with NSS organizing talks, events for the students. World Environment Day is observed by SLC on 5th June every year with an objective to minimize human interference with the environment.

SLC adopted five villages in Uttar Pradesh namely, Dhitora (Baghpat), Nithora (Ghaziabad), Chirodi (Ghaziabad), Jawli (Ghaziabad), Kotwalpur (Ghaziabad) as a participating institute in the Unnat Bharat Abhiyan (UBA), a flagship programme of Ministry of Education. The objective of the programme is to create institutional linkages between the villagers and higher educational institutions for finding solutions towards sustainable growth.

SLC makes its mission and vision as priority areas and works towards achieving the full intent of both. The college functioning reflects the spirit of the vision and is in tune with the mission of the college.

Equal Opportunity Cell works towards empowering PwD students with latest technologies like Screen Reading Software. There is designated PwD Centre.

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

Overall Analysis

**Strength:**

- The college provides learning opportunities to students from the under-privileged sections.
- The faculty and staff are a mix blend of senior and young people dedicated to teaching and learning.
- Students are exposed to experiential learning methods like Virtual classes by distinguished experts, use of Cinema, Case Studies, Live Projects, Presentations, Field work, educational tours etc.
- SLC has organized several International Conferences and also National Conferences, webinars/FDPs/SDPs/Talks.
- The College has International projects from CIMO, UBA, Finland and IAEA, Austria, one ICSSR project. SLC is also under DBT Star College Scheme.
- Students of the college have visited XAMK, TUAS, TU, Finland. Four faculty members have been visiting faculties to foreign universities.
- The college faculty has over 350 publications in journals, books and book chapters, in the last five years, in Scopus listed journals with Impact factor.
- Innovation Council of the college under MoE's Innovation Cell has 3 Star rating from MoE. The college also grants in-house interdisciplinary projects to student teams.
- SLC is the Hockey champion of Delhi and has wide range of indoor and outdoor sports facilities.
- SLC is a participating institute in the Unnat Bharat Abhiyan which is the flagship programme of MoE, GoI.
- NIRF: The College has been in the top 100 colleges for three years (2017, 2018, 2019).

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- The College is a SAP institute and has Solar Power Plant, uses renewable energy, rain water harvesting, tree plantation, paper recycling and other green initiatives.

#### Weaknesses:

- Two full-fledged Colleges run in the same campus that put a lot of pressure on the infrastructure.
- Lack of permanent teachers.
- Being a constituent College of University of Delhi, the College does not have the flexibility in curriculum design and delivery.
- Since majority of courses in the college are undergraduate, there is limited scope for increasing research output and impact.
- Teachers are not provided the opportunities to conduct research work under their supervision by the University of Delhi.
- one PG course is available in the campus.
- Lack of autonomy and flexibility that limits the scope of academic and infrastructural expansion.

#### Opportunities:

- Providing holistic educational opportunities to underprivileged sections, girl students and students from backward areas.
- To develop SLC as a premier institute of national importance through Holistic learning aiming to produce responsible future leaders.
- Development of the entrepreneurial skills, among the students, in alignment with the holistic culture, innovation culture, and aspirations of New Education Policy (2020).
- To facilitate collaborations with institutes/universities of national and international repute to facilitate students and faculty exchange programmes and to carry out joint research on identified areas through MOUs.
- Developing students from diverse backgrounds as future leaders through continuous academic and extra-curricular engagement.
- Opportunities to engage teachers and students in multidisciplinary research under NEP 2020.
- Opportunity to start a Teaching Learning Centre for capacity building of the faculty.
- The college can play a pioneer role in neighbourhood development through its community welfare initiatives and extension programmes.
- The University should give opportunities to the teachers of the college to conduct research under their supervision and guidance.

#### Challenges:

- Developing and building separate campuses for both institutions SLC and Shyam Lal evening college.
- Recruitment of quality permanent faculty.
- Developing digital infrastructure towards hybrid/blended learning for being future ready.
- Since it is a constituent college of University of Delhi, introduction of new courses: both UG and PG is a challenge.

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**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)

- College should provide hostel facility for students
- college should provide indoor sports facility to students
- Students should be given Swimming pool facility in the campus
- All departments and programmes must have their staff rooms with all advanced facilities
- Counsellor's Room should be set up in the College with all facilities for Career & Psychological issues
- The services of all ad-hoc and temporary teachers should be regularized
- PG programmes must started in all important subjects.

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

Signature of the Head of the Institution

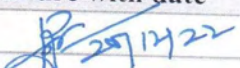
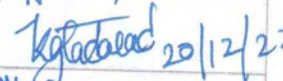
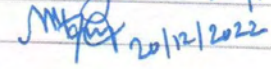
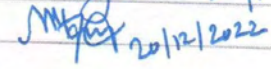
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1	RAMESH KUMAR	Chairperson	 20/12/22
2	KAMALAXI G TADASAD	Member Co - ordinator	 20/12/22
3	RAMALINGAM L P	Member	 20/12/2022
4	Dr. M.S. Shyamasundar	NAAC Co - ordinator	 20/12/2022

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Date : 20/12/22