



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

Accreditation - (Cycle -2)

PEER TEAM REPORT ON

**INSTITUTIONAL ACCREDITATION OF
MEENAKSHI COLLEGE FOR WOMEN**

C-43988

Tamil Nadu

Chennai

600024

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	MEENAKSHI COLLEGE FOR WOMEN Chennai Tamil Nadu 600024
2.Year of Establishment	1975
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	-
• Departments/Centres:	17
• Programmes/Course offered:	37
• Permanent Faculty Members:	114
• Permanent Support Staff:	29
• Students:	3236
4.Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none">1. Caters to the educational needs of the economically backward sections and empowers them2. Transparent and fully integrated Examination system developed by the faculty3. The mandatory module on Special Analytical skills for all students throughout their programme enhances the employability of students and preparation for competitive exams
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 22-02-2021 Visit Date To : 23-02-2021
6.Composition of Peer Team which undertook the on site visit:	

Chairman:	B P Sanjay Bh
Member Co - ordinator:	Lakshmi Nambakkat
Member:	R N Singh
NAAC Co - ordinator:	Dr. Sujata Shanbhag

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)**

<i>Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)</i>	
<i>1.1</i>	<i>Curriculum Design and Development</i>
1.1.1 QIM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution
<i>1.2</i>	<i>Academic Flexibility</i>
<i>1.3</i>	<i>Curriculum Enrichment</i>
1.3.1 QIM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
<i>1.4</i>	<i>Feedback System</i>

Qualitative analysis of Criterion 1

The College is affiliated to the University of Madras (TN). It offers programs through grant-in-aid and self-financing sections. Established in 1975, the college is notified under section 2(f) and 12(b) of UGC Act 1956. It is committed to shaping young women into skilled, responsible, disciplined and socially conscious citizens. The vision of the college is providing broad based quality higher education on global standards. The College has been granted autonomy and it is duly exercised with regard to the design and implementation of the curriculum.

The college is responsive to local issues such as for example focusing on archaeology in the history course. In its Physics programme the environmentally oriented research in the coastal areas of the state is noteworthy. The learning and course outcomes are clearly stated in the syllabus. The choice-based credit system has been adopted with value added courses that cut across several streams. The sequencing of the course structure is adapted to ensure that outgoing students have the benefit of skills that enables them to perform well in their quest for jobs.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)

2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Preparation and adherence to Academic Calendar and Teaching plans by the institution

2.4	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

The College adopts a Teaching-Learning intensive approach. Every department of the college organizes regular academic events for slow and advanced learners, such as extra coaching, personal counseling, remedial classes, role play, poster presentation, question bank, easy write-ups for slow learners and academically weaker students. The computer department has a fully integrated system of student assessment, identifying performance levels, isolating reasons and where possible offer counselling for improvement.

Peer group study, workshops and conferences, quizzes, group leadership, inter-collegiate curricular/co-curricular competitions for advanced learners. Advanced learners and meritorious students are oriented to study advanced topics from NPTEL/SWAYAM portal.

The evaluation system of the College is unique in house developed effort through Adhyaksha software. This ensures checks and balances at every level including the presence of the teacher at the examination review meetings. The duly printed academic calendar ensures timely progression of academic activities.

**Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)**

3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

Qualitative analysis of Criterion 3

The Meenakshi College for women has setup a research Centre, Meenakshi Sundararajan Research Centre (MSRC) that acts as the hub and facility for advance research particularly in the Physics domain.

Adequate lab facilities for teaching in science subjects are available. A language lab with the latest software has been set up.

The college apart from activates such blood donation etc. arranges annual visits to the single teacher schools that are intended to inculcate interest in the community for learning.

Institution organizes various activities pertaining to social, health, nutrition, cleanliness and environment, gender equality, social unity, water and soil pollution with active participation of NCC, NSS, YRC and LIONS club international. Awards and recognition have been received for these extension activities. Some of the students and faculty have been benefited because of linkage with Institution/Industries through internship, on-the-job training.

**Criterion4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrics(QIM) in Criterion4)**

4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi

4.4	<i>Maintenance of Campus Infrastructure</i>
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The college has adequate infrastructure to facilitate the teaching-learning process. The college has 5 acres of land, where the built-up area of the college 26719.17 sq. mts. There are 77 class rooms, 4 air-conditioned semi seminar halls, 2 Air-conditioned auditoria with seating capacity of 300 and 3000 and one open Air Auditorium. It has 15 laboratories with computer lab and English language lab. The laboratories are well equipped with appropriate instruments.

The Central library with built-up area of 10,000 sq. ft has a seating capacity for 250 students. The college library services are automated with OPAC facilities. However, the foot fall is not commensurate with the resource. The sports facilities are adequate to cater to the interests of the students.

The student to computer ratio is healthy as it allows for the students to access the computers. The computer center teaching and learning and collaboration with the industry has ensured industry relevant learning and practical orientation. The college mainly caters to students from the city and does not provide hostel. It is centrally located with excellent public transport system.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	<i>Student Support</i>
5.2	<i>Student Progression</i>
5.3	<i>Student Participation and Activities</i>

5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	<i>Alumni Engagement</i>
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

The college has a nominated student body and the students expressed satisfaction about the student body addressing their concerns.

The College organizes remedial classes for slow learners and there are special incentives for advanced learners by way of cash and medals.

The college regularly organizes counseling and skill enhancement programmes. Free ships and scholarships provided by the government are facilitated. Additionally, the college offers need based support to students by way of partial or full financial assistance. The students are formed into small groups termed as quality circles who in turn participate in classroom academic activities and are monitored by the respective teachers Students are benefited by vocational education and Training (VET).

Since 1980 the Alumni Association is active in various activities including participating in the Board of studies when invited. They contribute to the academic, cultural and overall development of the college in various ways. Alumni have contributed by training the students to improve their Job prospects, conduction of seminar, Guest lecture, placement training. They also conduct periodic training course.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

6.1	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

6.1.2 QIM	The institution practices decentralization and participative management
6.2	<i>Strategy Development and Deployment</i>
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	<i>Faculty Empowerment Strategies</i>
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	<i>Financial Management and Resource Mobilization</i>
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	<i>Internal Quality Assurance System</i>
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

6.5.5 QIM	Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)
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Qualitative analysis of Criterion 6

Institution has well laid down vision and mission statement in accordance with the philosophy and approach of their founder, Prof Sundararajan who provided land and other help in setting up the institution.

The governing body is an eclectic body of educationists, industrialists, advocates, doctors and retired judge including government and UGC nominees. It executes and implements the goals through the Secretary whose association with the college since inception has sustained the profile of the college. The principal and her team carry out the academic activities.

**Criterion7 - Institutional Values and Best Practices
(Key Indicator and Qualitative Metrics(QIM) in Criterion7)**

7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus

7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ul style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	<i>Best Practices</i>
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	<i>Institutional Distinctiveness</i>
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The Meenakshi College of Chennai is a women's college: Education, empowerment of women and ensuring a safe academic environment for them are their stated goals. National festivals are celebrated including their annual in-house cultural festival-NAVRAS. The statutory auditory mechanisms are duly complied.

The integrated computerized examination system developed completely inhouse- Adhyaksha-is a transparent step towards examination reforms.

Rain harvesting, safe hygienic measures for the students including waste management and disposal practices have been adopted.

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

Overall Analysis

Overall strengths of the college are with regard to their governing and leadership structure including the faculty who identify with the objectives of the college. Appreciative stake holders such as parents and alumni goodwill add further to the strength. The constituency that the college serves which is to the lower economic strata and the institution's transformative role is noteworthy.

Inhouse ICT enabled teaching and learning can improve although they have adapted and encouraged their students and teachers to take courses through Swayam. The college can build further on funding linkages with both government and the private sector.

The faculty have immense potential and enthusiasm to carry out research that needs to be addressed through management of their teaching load etc.

The challenges of addressing the learning requirements of by and large economically backward students can be furthered through entrepreneurship development 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)

- The non-teaching support staff can be provided with training opportunities for enhancing their multi-tasking skills.
- There could be encouragement for students and teachers to spend more time in the well-equipped library.
- There is scope for decentralization to enhance the decision-making potential of the faculty and the academic units
- The faculty can be exposed to improved academic practices with regard to publication and consultancy especially in the departments of languages, commerce and allied subjects
- Industry and employment-oriented courses can be introduced as add on diploma programs for the students
- The college can work towards introduction of more PG programmes for which there seems to be a demand
- The college needs to adopt skill orientation in its programs across all streams

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

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	B P Sanjay Bh	Chairperson	
2	Lakshmi Nambakkat	Member Co-ordinator	
3	R N Singh	Member	
4	Dr. Sujata Shanbhag	NAAC Co-ordinator	

Place: Date