



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SWAMI VIVEKANANDA COLLEGE
C-26430**

**KARIMGANJ
Assam
788725**

**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:	SWAMI VIVEKANANDA COLLEGE KARIMGANJ Assam 788725	
2.Year of Establishment	1990	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	6	
Programmes/Course offered:	1	
Permanent Faculty Members:	13	
Permanent Support Staff:	7	
Students:	540	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none">1. Swami Vivekananda college a coeducational institution was established in a tea estate in 1987 and was provincialized by State government in 2013.2. The college caters to the tea garden communities along with SC, ST, OBC, General and Minority communities, majority of whom are first generation learners.3. It has adequate land for future expansion and development.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 04-09-2024 To : 05-09-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. VENKATRAMAN ARDHANARY	FormerProfessor,SOUTH GUJARAT UNIVERSITY
Member Co-ordinator:	DR. RANJAN ANEJA	Professor,Central University Of Haryana
Member:	DR. ASHOK BABAR	Principal,PADMABHUSHAN VASANTRAODADA PATIL MAHAVIDYALAYA KAVATHE MAHANKAL DIST SANGLI
NAAC Co - ordinator:	Dr. A.v. Prasad	

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)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
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

Swami Vivekananda College is a government provincialized college in Assam and is affiliated to Assam University and the curriculum as well as the academic calendar followed by the college is strictly in accordance with the guidelines and time frame prescribed by the affiliating University. The college takes utmost care and responsibility that the curriculum designed by the university is implemented effectively and a well-planned curriculum delivery system is followed. Swami Vivekananda College is currently having the following mechanisms for the effective delivery of curriculum. A systemic delivery of the curriculum is ensured by designing a time plan at the very beginning of the academic session. The college academic calendar is prepared in accordance with the university academic calendar prior to the commencement of the academic year, which is published in the college notice board as well as in college website. Departmental result evaluation is conducted after the publication of the semester result. Departmental results evaluation is meant to identify the drawbacks in curriculum delivery and, if necessary, to change the curriculum delivery mechanism in a more effective and efficient manner. A Mentor-Mentee system is followed to provide personalized support to the students, which needs to be strengthened.

The college incorporates professional ethics offered by the university in the curriculum that focus on ethical dilemmas, corporate social responsibility, an ethical decision-making and ethical case studies are integrated across subjects. The college promotes gender inclusivity through workshops, seminars special courses that address gender-related issues. Add on certificate courses on gender rights, human rights, environmental issues and sustainable development, constitutional values etc may be initiated by the college in future.

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

The college has adopted to some extent student-centric methods for enhancing the teaching-learning process like project work and field survey for dissertation paper. Students are engaged in a number of activities as a part of participative learning like publishing the departmental Wall Magazine. Students actively engage in learning through discussion, debate, group activities and hands-on experiences, Students remained connected with the teachers through online classes. Teachers offer lessons and study materials to the students; they were also given home assignment using the departmental e-mails. Students are using free Wi-Fi facility available in the college.

The college has a transparent and continuous internal assessment system. 30% marks in each paper are awarded through internal assessment while the remaining 70% are awarded by University appointed examiners on the basis of performance of students in Semester-end examinations. The internal assessment is carried out through a mechanism specified by the university. Evaluated answer scripts are shown to the students and suggestions for improvement are made by teachers. Two internal tests are conducted per paper per semester and the average of the two tests is taken as the final marks obtained from internal tests. The attendance and internal assessment record (assignments, tests and projects) are informed to the students. The attendance percentage and internal assessment marks are displayed in the college notice board before it is uploaded on the University portal. The college has also a mechanism to redress examination related grievances.

Programme Outcomes (POs) and Course Outcomes (Cos) as framed by the affiiating are stated and displayed. The objectives and the expected outcomes of various programmes and courses are designed and incorporated in the curriculum and syllabus of the Assam University. The college has to ensure that POs and COs are explained clearly to the students and other stakeholders. The marks scored by the students in internal assessment and end semester examination are taken together to assess course and programme outcomes. The evaluation of POs and COs need to be strengthened.

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>Swami Vivekananda College is aware about the Intellectual Property Rights (IPR) but the college has to establish and streamline the IPR cell. The college has conducted workshops and awareness programs to educate faculty members and students about the significance of protecting intellectual property rights. The College administration has MOUs with the Tea-Garden and ICT Badarpur Ghat which is run by the Foundation of Modern Studies for entrepreneurial skill development of the students and also signed the MOUs with Nilambazar College and R.K. Nagar College for academic collaboration. The college may initiate similar MOUs to strengthen their academic activity.</p> <p>The College has adopted Chandkhira Village, through its NSS unit, where it conducts various sensitizing programs such as cleanliness drive, awareness on the early child marriage and its impacts, awareness on the other social issues of the adopted village. For the wellbeing of the students and nearby community of the College hold various outreach programs such as environmental awareness programs, organizes blood donation awareness program, posthumously organ donation awareness program and commitment program. Besides these students participation through activities such as cleanliness drive along with the tree plantation in the college campus and the local market premises, streets, mosque's premises, kali mandir's premises and in the Govt. Post Office lawns, Chandkhira mass playground etc. The recognition certificates received from various sources are as under: Recognition Letter received from Lok Sabha MP, Karimganj LSC-1 on extra-curricular activities and outstanding extension activities through community engagement services. Recognition Certificates received from Chandkhira Gaon Panchayat on community extension services.</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

The college has physical and academic facilities as per the requirement and need of the students. The college, surrounded by tea gardens in a green environment, provides pollution free and natural environment. The College campus contains five Buildings accommodating the Academic and Administrative Blocks and an auditorium to serve the multipurpose needs of the students. The college has a NCC Room, Girls' Common Room, Departmental Offices and different Cells. The Two Storey RCC building consists of two smart class rooms in the ground floor and Dr. B.R. Ambedkar Central Library and a Conference Hall. The College library has a limited collection of nearly 2100 Nos. of book and journals. The college has subscribed to some online library resources. The library has a reading hall along with internet facilities. College Central Library is partially automated using KOHA software. The College also has one Multi-purpose Auditorium hall with an area of 376 Sq. Meter which is utilized for various events including seminars, cultural programmes, and various awareness programmes. The college has some provisions for indoor and outdoor games.

The college campus has Wi-Fi facilities. The entire college campus is under 24x7 CCTV surveillance. The college has 10 computers, which are used by the faculty, non-teaching staff, and library staff. The college has to upgrade its IT facilities as per the requirements of the students. There are only two multi-functional printers.

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

Swami Vivekananda College Alumni Association was established in 2021, and since its establishment, the alumni association has shown keen interest and active participation in the various development activities of the college as well as community service initiatives. They also provide necessary support and counseling to the newcomer students of this college at the time of admission every year. The Alumni Association extended its helping hands in the form of donating ceiling fans, and a car parking shed. The Alumni Association has to be proactive and extend academic and other developmental support to the college. The Alumni Association has applied for formal registration,

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 institution, in line with its vision and mission, has aligned to some extent with the National Education Policy 2020, fostering sustained institutional growth, promoting decentralization, encouraging participation in governance, and adhering to its short-term and long-term Institutional Perspective Plan. In accordance with the National Education Policy 2020, the College has embraced the principles of holistic education, flexibility, multidisciplinary learning, and technology integration. The college has revised its curriculum to incorporate interdisciplinary subjects, skill-based courses, and experiential learning opportunities. Governance and leadership practices are decentralised reflecting the vision and mission. Participation in institutional governance is encouraged through various avenues such as faculty meetings, union, and administrative and academic committees.

The College has a strategic development and deployment plan over the past few years. The Institution has

received various funds under Higher Education Department and from MLA Development fund and also received grants from the Panchayat Raj Community Development Schemes. The college has a performance appraisal system for the teaching staff based on the Performance Based Appraisal Scheme (PBAS) porfoma submitted by faculty who are looking for promotion. The Principal certifies the performance appraisal format prescribed by the Govt. for promotional matters when required for the individual permanent faculty members. The College is a Govt. Provincialized college of Assam and hence the regular staffs that teaching and non-teaching is entitled to get benefit from various welfare policies adopted by the state government as per the prescribed rules.

The college obtains funds tthrough the local MLA, the District Commissioner and Local Government bodies such as ZPC fund, Block development fund, Panchayat Fund etc.to fulfill the requirements of construction work, renovation and repairing of infrastructure etc. This apart the government provides funds. The college maintains its own accounts and is audited by the Chartered Accountant (CA) appointed by the college authority.The Government Audit is usually done by the Directorate of Audit (Local Fund), Government of Assam. Attempts to mobilize revenue from various sources needs to be strengthened.The College has an IQAC cell. The IQAC has geared a comprehensive feedback mechanism for students, parents, alumni based on various institutional spectrums such as curriculum delivery system, library facilities, academic atmosphere, rules & regulations, infrastructure, staff behaviour, support system etc. The IQAC has has taken various improvement strategies to uplift the teaching-learning environment of the college through a variety of measures like- internal examination cum assessment, students feedback redressal, hands on learning program, educational excursion, field work, skill enhancement learning, projects based assessment, students' counselling and career guidance and awareness on various co-curricular activities, parents-teachers meet for the proper monitoring of students learning behaviours and to increase the students' participation etc. IQAC needs to be proactive to strengthen academic and research activities.

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

The College has to initiate gender audit to assess existing policies, practices, and attitudes regarding gender on campus. The college has worked diligently to integrate gender equity into its academic curricula through

integrating crosscutting issues. The College campus is equipped with proper CCTV surveillance. The college should take initiatives to organise gender related courses and seminars as majority of the students are girls. There are separate washrooms/toilets for boys and girls; and male and female staff belonging to teaching and non-teaching. There are cells and committees like women's Cell, Grievance Redressal Cell and Anti-ragging Cell to monitor safety and security of girl students and women staff in particular. The college organizes cultural exchange programs where students from diverse communities can share their traditions, customs, and cultural practices, promoting understanding and appreciation among the student body. In order to infuse a sense of respect towards the language of different ethnic communities among the students, the college organizes inter-linguistic cultural programs providing opportunities for show-casing the rich cultural traditions of different linguistic communities which, in return, facilitate the scope for learning of different regional and linguistic languages, encouraging students to embrace linguistic diversity and communicate across barriers. Various cultural festivals and events celebrating diversity are organized throughout the academic year.

Best Practice:

- To comprehend and address the urgent environmental challenges and to control and mitigate the pollution and climatic changes, the college has undertaken green initiative and cleanliness drive.
- To create human resource in an organized way and to train them in a motivated manner the college established a NCC unit in the year 2020 under 4th Assam Battalion, Karimganj with only 28 cadets.

The College has organized a good number of programs in collaboration with NSS Unit like – AIDS/HIV awareness campaign, Anti-Tobacco awareness programs, Anti- Drugs awareness programs etc. The College has also adopted a village namely Chandkhira located in the tea-garden, comprising of tea garden based community with an approximate 250 families of 1800 resident members. The College is trying to develop the Tea-garden based students as well as communities in sensitizing with various measures such as Tea-garden based technology skills and training programs, creating educational awareness. The motto is to inculcate the strong sense of their rights and duties as well as to educate them to avoid the consequences of child marriage.

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

Overall Analysis

Strength:

1. The only garden area college in Karimganj district started completely on a local venture and involves the sentiments of tea garden people. They visualise a greater prospect for their future generations through the college.
2. It has a large campus of 30 bigha land which can be utilized for building a state of the art infrastructure for expansion of education, innovation, and research and skill development. 3.
3. The college is situated on a place which shares one international border with Bangladesh and two

inter-state borders with Mizoram and Tripura.

4. The population pattern of the area is a mixed one having people from Tea-tribes, SCs, STs, OBCs and Minorities, most of whom are first generation learners.
5. The college has a green eco-friendly campus.

Weaknesses:

1. The college is located in a remote area and there is poor road communication system and there is less frequency of public transport.
2. The students are mostly from extremely poor economic background and most of them are first generation learners.
3. Inadequate Infra-structural facilities and limited library resources.
4. There is no regular full-fledged principal and shortage of teaching and non-teaching staff.
5. Dropout tendency among the students due to socio-economic constraints.

Opportunities:

1. Feasibility for opening new streams like science and commerce, vocational and integrated courses.
2. Opportunities for students coming from neighbouring states.
3. Scope for introducing subjects like Forestry, Animal Husbandry, Environmental Science and Tourism Management.
4. Opportunities for Tea Technology and management course.
5. The area is inhabited by different ethnic communities. There is a scope of starting a programme/course for the preservation and development of ethnic cultures.

Challenges:

1. To boost up the confidence and motivate the students coming from poor economic and socio-cultural background
2. Poor economic background compels the students to help their families in earning their daily bread thereby hindering their academic progress.

3. Development of additional infrastructural facilities.
4. Inadequate security leading to loss of assets and damage of college property by miscreants.
5. Limited accessibility due to poor transportation.

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 college has to obtain 2f and 12B recognition from the UGC and to pursue the government for the recruitment of more number of permanent faculty apart from filling up of vacant faculty and non-teaching positions.
- Strengthening ICT enabled facilities with more computers in teaching-learning process.
- An English Language Lab should be established.
- Alumni association to be made proactive to extend financial support for college development.
- The institution has to strengthen sports and extra-curricular activities for students' excellence.
- Library resources like books, journals and e-resources need to be upgraded with more funds.
- Infrastructure facilities (class rooms, common rooms) need to be augmented.
- Hostel facilities for boys and girls should be established.
- The college may initiate UG programmes in Sciences and Commerce and also an integrated B.Ed programme.

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. VENKATRAMAN ARDHANARY	Chairperson	
2	DR. RANJAN ANEJA	Member Co-ordinator	
3	DR. ASHOK BABAR	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place

Date