INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
INSTITUTE OF SCIENCE

Nagpur
Maharashtra
440001

(Draft)

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:	INSTITUTE OF SCIENCE Nagpur Maharashtra 440001
2.Year of Establishment	1909
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	1
Departments/Centres:	20
Programmes/Course offered:	3
Permanent Faculty Members:	62
Permanent Support Staff:	41
Students:	1022
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Only three program are running 2. Good infrastructure 3. Institute trying to do better
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 17-05-2019 To : 18-05-2019

6.Composition of Peer Team which undertook the on site visit:

	Name	Designation & Organisation Name
Chairperson	DR. NAND KUMAR YADAV	Vice Chancellor,CENTRAL UNIVERSITY OF JHARKHAND
Member Co-ordinator:	DR. M KRISHNAIAH	Professor,SRI PADMAVATHI MAHILA VISWA VIDYALAYAM CO-ORDINATOR, PHYSICAL SCIENCES
Member:	DR. KAVITA SHAH	Professor,BANARAS HINDU UNIVERSITY
NAAC Co - ordinator:	Dr. Darikhan Kamble	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1
The Institute is affiliated to R.T.M. Nagpur University and offers the programs designed and quantified by affiliating University. As declared in SSR, delivery of curriculum is attempted through application oriented, hands-on experience on learning, an optimistic and constructivist approach to teaching-learning with the use of information and communication technology, internet and online resources.
The institute regularly carries out its own continuous and comprehensive internal evaluation to evaluate the progress and outcome of the teaching and learning included in the University's credit /scores awarding systems.Inputs from the evaluation, teacher's observation and student feedback are used to make corrections in the teaching and delivery of the curriculum. Students are encouraged to take learning beyond the textbooks and classrooms by participating in a
number of academic and co-curricular activities, community interaction, personality and skill improvement programs.
Environment Conservation and Sustainable Development program are included in the curriculum. Other programs like Gender equity, Human values and Professional ethics are integrated with the curriculum in a variety of ways by organizing programs, courses, activities and events to nurture and inculcate these values.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QlM	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 QlM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QlM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QlM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QlM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QlM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	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 QlM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Teaching, learning and evaluation are in accordance with the institution's mission and the objectives. Efforts are made to align the teaching-learning process so as to cater to the needs, interests as well as the abilities of the students.

Teachers make special efforts to cater to the needs of slow and advanced learners by using the student-centric methods such as experiential learning, participative learning and problem-solving techniques to enhance the learning experience. The regular classroom teaching is supplemented by assignments, field visits and projects. Use of online resources and communities, expert talks, guest lectures by eminent and experienced exfaculty members and scientists further consolidate the teaching-learning process. The institute uses its own means of conventional and non-conventional ways of internal assessment and evaluation rather than depending fully on the assessment of the University to supplement the final University assessment.

This internal assessment mechanism is ok in terms of frequency, variety and transparency. The institution also has a grievance redressal mechanism to deal with the assessment related concerns.

The Institute strictly adheres and makes efforts to follow the annual academic calendar. It has prepared the program outcomes (POs), program specific outcomes (PSOs) and
course outcomes (COs) to measure the attainments of the students as a matter of planning and systematization for future programs.
The Institute has shown improvement in student performance in the University examination in the last five

years. The students of the Institute have brought laurels to the institute by securing 51 merit positions and 34 gold medals, 11 silver medals and 22 prizes in the university examination during last five years. Students have also fetched Best Student Awards from Nagpur University in recent years.

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Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3
The Institute has a large central library and a reading room with access to computers and peripherals and high-speed internet connectivity. It has the excellent infrastructure of subject specialized laboratories and workspaces for faculty members with modern advanced technological amenities.

The institute has qualified and academically active faculty members, 30 of them are recognized Ph.D. supervisors and advanced researchers in their own capacities. 91 students have been awarded Ph.D. degree during last five years.

The faculties have published 550 research papers in national and international journals of repute. Four faculty members have published patents and one patent being awarded.

The nature of extension activities by NSS unit of the institute include rallies and campaign, workshops, plantation, cleanliness drive, blood donation, health checkup camps, yoga camps etc. Students of the Institute regularly participate in University, State and National level NSS camps. |

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)		
4.1	Physical Facilities	
4.1.1 QlM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.	
4.1.2 QlM	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 QlM	Library is automated using Integrated Library Management System (ILMS)	
4.2.2 QlM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment	
4.3	IT Infrastructure	
4.3.1 QlM	Institution frequently updates its IT facilities including Wi-Fi	
4.4	Maintenance of Campus Infrastructure	
4.4.2 QlM	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 institute has a wide campus with ample facilities and infrastructure for teaching-learning with spacious airy classrooms and laboratories with adequate natural light.
Hostel facility with mess for outstation boys and girls, canteen and girls common room is also available within institute premises.
It has stocked central library with a wide range of books on different subjects, e-library with a Wi-Fi network and internet access for students and staff.
The institute also has adequate sports facilities for indoor and outdoor games to ensure the good physical development of the students. Sports facilities include a huge ground for cricket, basketball, volleyball, handball, badminton and ball badminton, along with the indoor games like table tennis, chess etc.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QlM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QlM	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 Institute has mechanisms and systems of student support. A large number of students get the benefit under different government scholarship and free ship schemes with additional support from the active alumni association and university student welfare fund.   ecurity measures like CCTV, security guards are being adopted by the institution to ensure the safety and security of the students on the campus. Committees like anti-ragging, grievance redressal and women cell continuously work for the well-being and benefit of the students and resolve their issues regarding the ragging and sexual harassment.Institute is having Allumni Association.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QlM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QlM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QlM	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 QlM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QlM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	Institution conducts internal and external financial audits regularly
6.4.3 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QlM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QlM	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 QlM	Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Qualitative analysis of Criterion 6
Being a government-run institution, it has to work within the frame of rules and regulations laid down by the government. It functions through different departments, committees and cells as its functioning organs. The institute's perspective plan aims at providing and enhancing the quality of services. Various committees work collaboratively and efficiently and contribute towards the smooth governance and overall functioning of the institution. Institute has a Employees Credit Cooperative Society (ECCS) managed by the teaching and non teaching staff of the Institute which helps the employees in different ways such as providing short and long term loans. Regular appraisal of staff performance is carried out in a variety of ways. The accounts and financial transactions adhere to norms and practice. Regular financial audits are carried out. The Internal Quality Assurance System (IQAC) contributes significantly for institutionalizing various processes and strategies including institutional planning, monitoring, documentation and record keeping etc.

The institution regularly reviews the teaching-learning process, the structures and methodologies of operations. The learning outcomes are also periodically reviewed with various established methods. Regular feedback is collected formally through feedback committee and informally through interactions and observations from different stakeholders.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities

7.1.2 QlM	1. Institution shows gender sensitivity in providing facilities such as:
	
	    1. Safety and Security
	
	    2. Counselling
	
	    3. Common Room

7.1.5 QlM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QlM	Rain water harvesting structures and utilization in the campus
7.1.7 QlM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QlM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QlM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QlM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QlM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The institute ensures enough safety for girl students coming from the different socio-economic and socio-cultural background through the security measures such as CCTV, security agency, monitoring and counseling committees as well as comfort and convenience through the separate common room.

The institute organizes programs and events on gender sensitization, environment and nature conservation. It offers a clean green ambiance with many large well maintained green cover of trees.

It has a large Vermicompost pit to ensure the disposal of a huge amount of green litter in the campus.
The campus also has physically challenged (Divyangjan) friendly facilities such as ramps/rails, rest room and parking facility. The institute regularly organizes a variety of programs to promote moral and ethical values, to commemorate important national figures by celebrating the birth anniversaries and to nurture civic sense and social commitment.

Sukhdevji Maharaj of Sawangi Memorial award is given to toppers of six subjects of basic sciences.
Organization of Annual Social Gathering, participation of students in
different curricular, co-curricular and extra-curricular activities and thus promoting holistic development of the students which being the key motive; some of these activities are followed as best practices of our Institute.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)
Strength
As the Institute is running under Nagpur University, it has adopted some best practices and continuously progressing. Sufficient recognized guides for research and excellent number of research scholars getting Ph.D. awarded every year.Library with rich collection of books. But having limited scope in curriculum design and development. Also delay in recruitment of teaching and non-teaching staff affects the quality of the teaching and working culture.

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)
- Need to organise documents sequentially.   - Need to produce five years continuous data.   - Number of best practices should be more.   - ICT rooms should be more.   - IT sections needs to be strengthen.

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. NAND KUMAR YADAV	Chairperson	
2	DR. M KRISHNAIAH	Member Co-ordinator	
3	DR. KAVITA SHAH	Member	
4	Dr. Darikhan Kamble	NAAC Co - ordinator	

Place

Date

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