



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

Accreditation - (Cycle - 3)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
FAKIR MOHAN AUTONOMOUS COLLEGE, BALASORE
C-21374**

**BALASORE
756001
(Draft)**

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

GENERAL INFORMATION

Name & Address of the Institution:	FAKIR MOHAN AUTONOMOUS COLLEGE, BALASORE BALASORE Orissa 756001	
2. Year of Establishment	1944	
3. Current Academic Activities at the Institution (Numbers):		
Faculties/Schools:	0	
Departments/Centres:	22	
Programmes/Course offered:	29	
Permanent Faculty Members:	48	
Permanent Support Staff:	58	
Students:	3378	
4. Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. An autonomous Government college emphasized skill development courses 2. This college is established with the vision of student empowerment 3. College has preserved many rare manuscripts on "Talpatra" 	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 21-08-2019 Visit Date To : 22-08-2019	
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. MANJULA RANA	Professor, HEMWATI NANDAN BAHUGUNA GARHWAL CENTRAL UNIVERSITY.
Member:	DR. JOSEPH P P	Former Principal, The Bhopal School of Social Sciences
NAAC Co - ordinator:	Vishnu Mahesh K R	

Dr Joseph P P
22/08/2019

nil
22/08/2019

Dr Manoj
22/08/2019

CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the above criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis highlighting strength and weakness of HEI under each criteria)

Criterion I - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion I)	
1	Curriculum Design and Development
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
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	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

Kir Mohan Autonomous College, Balasore offers it's a Community College, 27 UG and 8 PG Programmes. The College has implemented CBCS curriculum at UG and PG levels. College has implemented the Semester system examinations since 2007-08 and ensures timely publication of results. College has a well equipped library with about 75% of automation and a good number of books with INFLIBNET, e-resources. Several on-line courses and need-based skill development programs are running. Outreach activities are abundant through the participations of NSS, NCC, etc. College provides Yoga, YRC to promote value education. A question bank consisting of previous years question papers are provided in the website. College provides facilities for smooth access to the buildings and arranges special rooms for the Divyang people at the time of examinations. College provides E-literacy to all the members of the staff as well as students through Odisha Computer Point, which is a joint venture of Government of Odisha. A regular Feedback system is in place and regularly fed to major stake-holders, viz. students, parents and alumni, which are then collected and analysed. Appropriate actions are taken on the basis of the information so collected. College has sufficient structural sports facilities and also provides in-campus Banking and Postal facilities. Though Research outputs are not appreciable, a good numbers of publications in national and some in International Journals are there. The College has its own Research magazine (FARJ). Some of the teachers are registered as PhD advisors in many universities across the state.

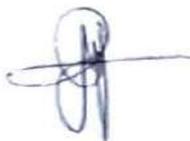


22/08/2019

- Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
Student Enrollment and Profile	
Catering to Student Diversity	
QIM	2.1 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	
QIM	2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
QIM	2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution
2.4 Teacher Profile and Quality	
2.5 Evaluation Process and Reforms	
QIM	2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6 Student Performance and Learning Outcomes	
QIM	2.6.1 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
QIM	2.6.2 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

Though the PG Admissions are done off-line, the UG admissions are online and is centrally monitored by the state through SAMS (Student Admission and Management System). Orientation / Induction programmes are organised to initiate the students to the college after admission. An MOU has been signed with Odisha State Open University, where by the advanced learners get the benefit of obtaining collateral degrees together with the regular ones. Teaching learning and evaluation is ensured by several other methods such as, regular tutorials, guidance by mentors, active on-campus interaction of students with teachers, continuous monitoring of learning through Mid-Sem and end semester tests, weekly departmental seminar of students under the guidance of faculties, yearly departmental seminars under programmes like "Learn from Masters", Cross-cutting awareness through programmes like "Beyond the Familiar", E-Teaching facility and so and so. Active learning through Language Lab classes for improving spoken English is provided to students. Teachers follow the lesson plan for the completion of the courses. Results of Internal Assessment Exam / Mid Term exam is announced within three days, and the results of End Semester Examination published is within 45 days.



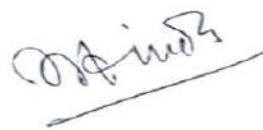

27/08/2019

/ - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in n3)	
	Promotion of Research and Facilities
	Resource Mobilization for Research
	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

Many teachers are Ph.D supervisors. Teachers act as members / chairpersons of various Bodies such as BoS of Autonomous Colleges of the State, Editorial boards of various ISSN Journals of universities research committees. Teachers of this college regularly publish Research articles in renowned National and International Journals. The PG Dept. of Odia brings out its own an Annual Research Journal called "Byasya Dipika". The college has been identified as a Research Centre for subjects such as Commerce, Physics, Mathematics, Political Science, Odia, Hindi, Psychology and Botany. Teachers are engaged in course Designing of institutes such as Odisha State Open University. Teachers are approved counsellors of various UG and PG programme of IGNOU and OSOU. The college provides study extension through the IGNOU, the OSOU and the Computer Point. The college channels the youth power to social constructive activities through vibrant N.C.C, (Army- Boys and Girls), N.C.C.(Navy-Boys and Girls) N.S.S.(Boys and girls), Y.R.C. and Rovers and Rangers, Scouts wings. N.C.C. cadets participated in the Republic Day celebration. The NSS has adopted villages for sanitation under the supervision of the trained Programme Officers. The youth Red-Cross wing organises periodic Blood donation camps. Students under the supervision of counsellors of various bodies conduct regular programmes on AIDS awareness, Gender Sensitization, Swachh Bharat, Swach Paryatan, Waste Management, Democratic rights vis-a-vis Right to Public Services.





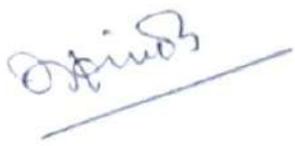
4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in

4.1	Physical Facilities
4.1.1	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2	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	Library is automated using Integrated Library Management System (ILMS)
4.2.2	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2	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 facilities for classrooms library and laboratory. It also provides hostel facilities for boys (2), Girls (1) and SC students. Also new hostel facilities are coming up with good seating capacity. Conference Hall is there to cater the needs of Seminars, Conferences and Government sponsored meetings. S Language Lab is also there with 50 computers for e-literacy. Games and sports facilities are provided with a Play ground carpeted with "Brazillian Grass Patches", well equipped multi gym and other sports materials. The College runs a Cooperative store to provide educational aids to the bonafide students at concessional rates. The college has both Girls' Common room a Boys' one with required facilities. The college has a registered, vibrant Alumni Association with a well furnished office in the college campus. Their contribution to the college can be highly appreciated.





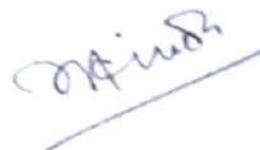
• Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

	Student Support
	Student Progression
	Student Participation and Activities
5.2	Presence of an active Student Council & representation of students on academic & administrative bodies committees of the institution
5.4	Alumni Engagement
5.4.1	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
QIM	

Qualitative analysis of Criterion 5

Adequate access to Library and E-Resources are provided to the students. Also all are given access to the INFLIBNET. The Language Lab, computer hub, and Computer Point are utilized by the students to enhance their skills. The Extension activities such as the NCC, the NSS, the YRC etc. Are very active. The college runs a Self Defence Training Programme for the Girl students. Yoga Trainings and Meditation camps are organised regularly. Along with Govt ones, scholarships are made available to the students few scholarship are provided by the Alumni for the outstanding students. A Career and Counselling Cell is in place and placement activities are done regularly. Various cells are active, viz : 1. Equal opportunity cell 2. OBC cell 3. Anti-ragging and anti harassment cells. Student progression is monitored by the system of continuous evaluation such as Mid-Sem and End-Semester Examinations, Weekly Departmental Seminars, Annual Workshops and Conferences, Proctorial and tutorial classes. Regular Parent-Teacher and Mentor-student Meetings are held. The Grievances of the students with regard to academic and co-curricular activities are addressed expeditiously.



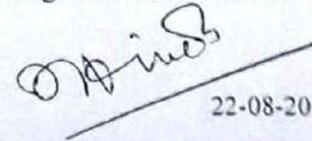


	no)	Institutional Vision and Leadership
M		The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2		The institution practices decentralization and participative management
QIM		
6.2		Strategy Development and Deployment
6.2.1		Perspective/Strategic plan and Deployment documents are available in the institution
QIM		
6.2.2		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
QIM		
6.2.4		Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
QIM		
6.3		Faculty Empowerment Strategies
6.3.1		The institution has effective welfare measures for teaching and non-teaching staff
QIM		
6.3.5		Institution has Performance Appraisal System for teaching and non-teaching staff
QIM		
6.4		Financial Management and Resource Mobilization
6.4.1		Institution conducts internal and external financial audits regularly
QIM		
6.4.3		Institutional strategies for mobilisation of funds and the optimal utilisation of resources
QIM		
6.5		Internal Quality Assurance System
6.5.1		Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
QIM		
6.5.2		The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
QIM		
6.5.5		Incremental improvements made during the preceding five years (<i>in case of first cycle</i>)
QIM		Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

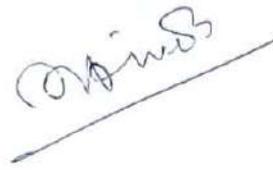
Qualitative analysis of Criterion 6

Being a Government College it is run in accordance with the Government rules formulated from time to time. The college is recognised by the UGC under 2(f) and 12B and function by the Academic stipulations set by the UGC. The Principal is the academic and administrative head and acts as the liaison between the Government and all other employees and students. The College administration is completely decentralised. The college has four statutory bodies formed in accordance with UGC guidelines issued to Autonomous Colleges such as Executive Committee, Academic council, Board of Studies, and Finance Committee. Also the non-statutory bodies such as the Admission committee, Examination Committee, Grievance Redressal committee etc, help the college administration. The inputs provided by all the stakeholders such as Alumni and Parents are taken into consideration in the running of the college. The college has the UGC committee to monitor the implementation of the UGC funded programmes. A review system for the faculty and non teaching staff is in place where the Principal reviews the performance. Student Feedback system is also available. The IQAC continuously monitors all the Quality initiatives of the college as well as its academic





The utilisation of funds received from the Government, the UGC and other funding agencies such as WORLD BANK under the OHEPEE, and the RUSA schemes, the ICSSR etc. is audited by government appointed officials. In order to achieve greater financial transparency the college has proposed to conduct all financial transactions online.



NAAC

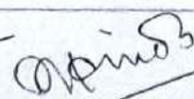
n7)

	Institutional Values and Social Responsibilities
2 AM	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: • 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	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 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	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
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

College promotes excellence through sustained academic engagements. Fast learners are encouraged and groomed while the weak learners are given personalized attention. Periodic Gender Sensitization programmes for students and members of the staff. The college encourages all sections by strengthening the weaker section of the society such as SC, ST, minority and OBC students through scholarships, Enabling the Dibyng by provision of Ramps, for ease of access, the Braille for ease of reading and the availability of scribes for writing the examinations. Physical wellbeing are promoted through Sports, Games and the Yoga and Meditation. Institutional Social Responsibility is fulfilled by several activities such as providing the humanitarian and social services to some adopted villages by the NSS, regular Blood donation camps by YRC, fostering a family environment in the orphanage at "MATHANI" through Health care, Hygiene drive, E-Literacy drive, Yoga and community feast. Cultural events are organised by Fakir Mohan Natya Parishad, a cultural organization of the college. Strict Anti-ragging measures are taken to protect the freshers. Amenities such as security 24 x 7 police beat house, Fire Safety measures, C C TV Camera surveillance facilities are in the place.





INSTITUTIONAL CHALLENGES:

- To start Integrated Courses with increased emphasis on Skill Development.
- Handling cultural and socio-economic diversity among students to promote inclusivity.
- Recruitment and appointment of qualified faculty members.
- Frequent transfer of faculty members.

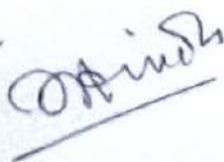
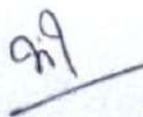
To identify the consultancy system for the teachers and students by the management.

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)

- At least 90% of the sanctioned positions of teaching and non-teaching employees be filled in order to maintain the teacher-student ratio and for better support to the academic and administrative functioning.
- Faculty should be motivated to go for Research and Post Doctoral Studies
- Career guidance and placement should be strengthened
- Extra and co-curricular activities be further developed to bring out the appreciable outputs
- More professional and skill based courses are to be opened.
- Greater linkage / Interface with corporate and government organisation to be established
- Training and welfare schemes for non-teaching staff should be introduced
- Consultancy at various levels should be encouraged
- Best practices through many welfare schemes may be given more weightage.

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



Signature of the Head of the Institution



INSTITUTIONAL CHALLENGES:

- To start Integrated Courses with increased emphasis on Skill Development.
- Handling cultural and socio-economic diversity among students to promote inclusivity.
- Recruitment and appointment of qualified faculty members.
- Frequent transfer of faculty members.

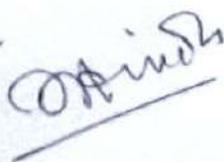
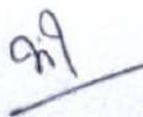
To identify the consultancy system for the teachers and students by the management.

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)

- At least 90% of the sanctioned positions of teaching and non-teaching employees be filled in order to maintain the teacher-student ratio and for better support to the academic and administrative functioning.
- Faculty should be motivated to go for Research and Post Doctoral Studies
- Career guidance and placement should be strengthened
- Extra and co-curricular activities be further developed to bring out the appreciable outputs
- More professional and skill based courses are to be opened.
- Greater linkage / Interface with corporate and government organisation to be established
- Training and welfare schemes for non-teaching staff should be introduced
- Consultancy at various levels should be encouraged
- Best practices through many welfare schemes may be given more weightage.

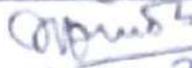
I have gone through the observations of the Peer Team as mentioned in this report



Signature of the Head of the Institution



Principal,
F.M. (Auto) College, Balasore, Odisha

Sl. No	Name		Signature with date
1	NAND KUMAR YADAV	Chairman	 22/08/2019
2	MANJULA RANA	Member Co - ordinator	 22/08/19
3	JOSEPH P P	Member	 22/08/2019
4	Vishnu Mahesh K R	NAAC Co - ordinator	

* This is a computer generated report and signature is not mandatory.

Place : Balasore

Date: 22/08/2019

NAAC