INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
DEOGIRI PRATISHTHAN SANCHALIT TULSI COMPUTER SCIENCE AND INFORMATION TECHNOLOGY COLLEGE BEED
C-34584

Beed
Maharashtra
431122

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:	DEOGIRI PRATISHTHAN SANCHALIT TULSI COMPUTER SCIENCE AND INFORMATION TECHNOLOGY COLLEGE BEED Beed Maharashtra 431122
2.Year of Establishment	2008
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	2
Departments/Centres:	3
Programmes/Course offered:	5
Permanent Faculty Members:	7
Permanent Support Staff:	14
Students:	2558
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Leading Minority Institution in IT Education and Comprehensive Program Offerings in self-financing mode UG and PG courses. 2. Commitment to Socio-Economically Disadvantaged Students and Community 3. Women-centred best practices and Support System
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 26-05-2025 To : 27-05-2025
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. KRISHNAN NALLAPERUMAL	FormerVice Chancellor(in-charge),Manonmaniam Sundaranar University
Member Co-ordinator:	DR. ARVIND KALIA	Professor,HIMACHAL PRADESH UNIVERSITY
Member:	DR. AKULA VENKATA SHESHA GIRIDHAR	Principal,Sphoorthy Engineering College Autonomous
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	

Section II:Metric and Criterion 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 planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
	TCSnITC demonstrates a documented process for curriculum planning and delivery, including an academic calendar and continuous internal assessment. Affiliated with Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, the institution adheres to its prescribed curriculum and academic calendar. The IQAC develops and displays the institutional academic calendar, integrating curricular, co-curricular, and extracurricular activities. The principal conducts regular meetings with departmental heads to strategize implementation. Faculty workload is defined as 12 theory and 4 laboratory hours per week, with teaching faculty preparing advanced lecture plans based on interest and experience. A timetable committee ensures conflict-free scheduling. TCSnITC provides adequate learning resources including books, journals, magazines, and ICT tools. Teaching-learning methodologies are student-centric, incorporating assignments, group discussions, lab manuals, and past exam papers. Internal assessment processes are communicated to students in the first week, followed by regular unit tests. Seminars, workshops, and certificate programs enhance subject knowledge. Syllabus completion is reviewed monthly. Industrial visits offer academic flexibility and industry exposure. The IQAC actively monitors teaching and learning, utilizing student feedback for continuous improvement, with findings communicated to relevant departments.
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
	The institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into its curriculum. Professional Ethics are addressed through courses like Business Communication, Ethics & Cyber Law, Research Methodology, and Entrepreneurship Development. Gender Equity is promoted via activities including Women's Day celebrations, health awareness seminars, and a conducted Gender Audit, ensuring equal opportunities in all institutional events and committees. Human Values are fostered through the compulsory 'Constitutional Studies' for first-year UG students, NSS unit activities promoting constitutional awareness, and subjects like Organizational Behaviour & Principles of Management, augmented by field trips and Blood Donation Camps. Environment and Sustainability are covered by a compulsory 'Environmental Studies' course for second-year UG students, with the NSS unit organizing activities such as water conservation, Swachh Bharat Abhiyan, plastic-free campus initiatives, and tree plantation drives. However, the institution currently lacks quantifiable, tangible measures for these initiatives. It is recommended that TCSnITC organize more workshops focused on human values, professional ethics, and sustainable development goals to facilitate a measurable impact.

Qualitative analysis of Criterion 1
TCSnITC presents a structured approach to curriculum planning and delivery, aligning with the affiliating

university's framework. The stated emphasis on an academic calendar, continuous internal assessment, and feedback mechanisms indicates a commitment to pedagogical practices. The integration of cross-cutting issues like professional ethics, gender equity, human values, and environmental sustainability is noted as an attempt to develop well-rounded individuals. The reported initiatives, including industrial visits, workshops, and expert lectures, are intended to enrich the curriculum with practical exposure and skill enhancement. The use of student-centric learning methods is cited as a positive aspect, fostering active participation and critical thinking. The overall self-assessment for Criterion 1, though aimed at a strong foundation in academic governance and a forward-thinking approach to holistic education, realization requires more effort.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
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 and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
	The institution claims to adopt student-centric methods for enhancing learning, including experiential, participative, and problem-solving methodologies. Experiential learning is fostered through project work (mini and major), industrial visits, and guest lectures. Participative learning involves role plays, teamwork, debates, and group work in practical sessions. While problem-solving methodology incorporates case studies, discussions, quizzes, and faculty-guided research, the institution has not fully adopted these to assist students in logical thinking, particularly in computer-based subjects.
	Teachers reportedly utilize various tools, including projectors, desktops, laptops,, and smart boards. Online platforms like Zoom, Google Meet, and Google Classroom are employed. Digital library resources such as NList and Shodhganga are stated to be available. However, the claim that most of the classrooms have LCD projectors is unrealistic. Faculty occasionally utilize PowerPoint presentations, online quizzes (Google Forms), online lectures, social media (WhatsApp, Facebook, Instagram, LinkedIn), educational CDs/DVDs, and e-resources. They should be encouraged to use ICT tools frequently.
2.5	Evaluation Process and Reforms
2.5.1 QlM	**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**
	The institute asserts a transparent and robust internal/external assessment mechanism with an efficient and time-bound grievance redressal system. The principal reportedly conducts meetings with faculties to ensure effective implementation of the evaluation process. Students are stated to be continuously assessed through various evaluation processes at TCSnITC and university levels. Unit tests are conducted regularly according to the university exam pattern, with weightage communicated to students. Student performance is stated to be displayed on notice boards and communicated personally, with guidance provided to poor-performing students. Second/third-year students deliver subject seminars with PowerPoint presentations, fostering communication skills. Continuous evaluation includes group discussions, unit tests, assignments, field visits, and seminar presentations. An Internal Examination Committee handles question paper setting, exam conduct, result display, and paper showing in classrooms. Any grievances regarding internal examinations are stated to be handled, and students are allowed to communicate concerns that are forwarded to the Principal. For external examinations, the institute claims to follow university rules and regulations, with all staff members involved. External exam-related grievances can reportedly be submitted through the university online portal and are resolved with university help.
2.6	Student Performance and Learning Outcomes

2.6.1 QlM	*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*
	The institution reports adherence to the curriculum defined by the affiliating university, which specifies Programme Outcomes (POs) and Course Outcomes (COs). These outcomes are stated to be clearly defined, communicated to students, and prominently displayed on the notice board, the institution's website, and on the campus. This is intended to ensure transparency and accessibility for stakeholders and set clear expectations for knowledge, skills, and competencies. POs are reportedly communicated by the Principal and Head of Departments during fresher orientation programs, and subject teachers discuss COs with students in the first lecture.
2.6.2 QlM	*Attainment of POs and COs are evaluated.* Explain with evidence in a maximum of 500 words
	The institution evaluates the attainment of POs and COs using direct and indirect methods. **Direct Method**: The final PO attainment is calculated by taking 80% of the attainment values from the Direct assessment method. The overall attainment percentage of each CO is calculated, and then PO and PSO attainment is determined by taking the cumulative average of all course's CO attainment contributing to specific Program Outcomes and Program Specific Outcomes. **Indirect Method**: Survey reports gathered information about student learning from other indicators, assessing the quality of the learning process through feedback from students, employers, and exit surveys. The final PO attainment is calculated by taking 20% of the attainment values from the Indirect assessment method. However, it is noted that the final PO attainment is not evaluated properly and should be corrected. Through Indirect Assessment tools, achievement of each PO and PSO is calculated by focusing on the questionnaire in the survey forms and the student portfolio contributing to each PO and PSO. **PO Assessment & Attainment Process**: Once CO-PO mapping of all courses is completed, the cumulative average of mapping to all POs and PSOs is analyzed, and a set attainment target of 3 is fixed for each PO and PSO. Achievement of each PO and PSO is calculated by taking the cumulative average of all contributing courses. The final PO attainment is calculated by taking 80% of PO and PSO achievement from the Direct method and 20% from the Indirect method.

Qualitative analysis of Criterion 2
TCSnITC presents a comprehensive approach to teaching, learning, and evaluation. The reported integration of student-centric methodologies, such as experiential and participative learning, along with problem-solving techniques, is asserted to enrich the educational experience. The widespread use of ICT-enabled tools and online resources by faculty is highlighted as a significant strength, ensuring modern and effective teaching practices. The stated transparency in both internal and external assessment mechanisms, coupled with a well-defined grievance redressal system, is claimed to promote fairness and accountability. The clear articulation and display of Programme Outcomes (POs) and Course Outcomes (COs) are considered commendable, as they provide students with clear learning objectives. The reported evaluation of PO and CO attainment through both direct and indirect methods, including feedback from various stakeholders, indicates a stated commitment to continuous improvement and outcome-based education. However, the attainment criteria have to be evaluated properly and methodically..

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QlM	**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**
	The institution claims to have established an ecosystem for innovations, including IPR awareness and an Incubation Centre. The Research & Development (R&D) Cell reportedly promotes a research culture among faculties and students. A Research Advisory Board, consisting of expert members, is stated to provide policy guidelines and direction for research growth. The R&D cell assists faculty, students, and research scholars with development and practical applications. Established in 2023, this cell aims to promote and sustain student innovations from ideation to startup, fostering an entrepreneurial ecosystem. The Dr. Babasaheb Ambedkar Incubation Centre has been established on campus to encourage and nurture young students and faculties with new ideas. Google Search engine is introduced to students to find innovative ideas. The institution needs to establish an IPR cell and an R&D cell, and encourage students to engage in a startup culture. It is also necessary to implement an ecosystem for innovation and Indian Knowledge Systems (IKS).
3.4	Extension Activities
3.4.1 QlM	**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.**
	The National Service Scheme (NSS) unit is stated to actively engage students in community service, fostering personality development. Extension activities are reported to sensitize students to community issues, gender disparities, and social inequity, inculcating values and commitment to society. Different extension activities organized by the institute include: Water Conservation Activity, Swachhta Rally, National Adolescent Health Program, Blood Donation Camps, AIDS Awareness Session, Cleanliness awareness Drive, Water savings awareness, Masks Distribution Program, Covid-19 Vaccination Camp, International Women's Day Celebration, Adoption of Student by College, General Mental Health Awareness Workshop, 'You are the architect of your life' Mind development program, Self Help Group, Free Sessions on MPSC and UPSC, Career Development programs, Swachh Bharat Abhiyan in Neighbourhood society, Tree Plantation Drives, and Youth's Obsession with Rural-Urban Development Special Camp. These activities are reported to result in increased student sensitivity towards societal needs, a sense of environmental sustainability, increased compassion, enhanced communication skills, development of leadership qualities and teamwork skills, greater understanding of civic responsibilities, personal growth, increased self-confidence, and preparation for socially conscious professional and community roles. The institution has conducted extension activities in the neighborhood community, but has been unable to demonstrate outcomes in terms of student involvement in social issues.
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
	The institute claims to have received appreciation from government and non-government recognized bodies for its NSS unit extension activities. Reported recognitions include:

- **2020-21**: COVID-19 vaccination Awareness by Gram Panchayat Karyalaya Mochi Pimpalgaon.
- **2022-23**: Women's Self-help group by Bhimabai Ambedkar magaswargiya mahila mandal palwan and Digital literacy seminar by Mahila Arthik Vikas Mahamandal.
- **2022-23**: NSS camp (Water conservation, Cleanliness drive, tree plantation, voting awareness) by Gram Panchayat Karyalaya Mochi Pimpalgaon.

2023-24: Swachhta hi seva by Wildlife Institute of India, Guest lecture by RSETI Beed, Tree plantation and Water Conservation by Gram panchayat Karyalaya Shivani, Oath for Voting in Lok Sabha Election 2024 by Municipal Office, Beed, Guest Lecture by MCED, Beed, and Blood donation by District Hospital Beed.

Qualitative analysis of Criterion 3
TCSnITC shows an emerging ecosystem for research, innovation, and extension activities. The existing R&D cell and an Incubation Centre are not vibrant and need to be improved to prove their commitment to innovation and entrepreneurship. The focus on IPR awareness is crucial. While grants for research projects have been nil for the last five years, the presence of PhD holders among teachers and encouragement for faculty publications are positive signs for future research. The active NSS unit is a significant strength, engaging students in diverse community service activities that contribute to their holistic development and social sensitization. The numerous awards and recognitions for extension activities are reported to underscore TCSnITC's positive impact on the neighborhood community. The institution's efforts in establishing MoUs are stated to indicate a proactive approach to industry-institute collaboration. More MoUs with industries are required to provide practical experience to students.

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 infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **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.)**
	The institute claims to possess adequate infrastructural facilities for teaching-learning, with a total built-up area of 1725.64 square meters. Six spacious, well-ventilated, well-furnished, and illuminated classrooms are reported, equipped with whiteboards, tables, fans, tubes, CCTV, and Wi-Fi. Two smart classrooms feature interactive smart boards, LCD projectors, internet-connected desktops, video conferencing equipment, and podiums. Except for the Chemistry lab, all other science laboratories are in one room; they need to be separated. Two computer labs with 104 up-to-date PCs, licensed and open-source software, internet access, and LCD projectors are available. A digital language lab with multimedia facilities is provided to develop English communication skills. A multipurpose hall is equipped with advanced audio-visual multimedia and Wi-Fi for academic activities. The library, located on the ground floor, is partially computerized with LIBMAN software, offering various books and e-resources via NLIST membership. A few smart classrooms and the multipurpose hall have ICT facilities. Cultural programs are organized in various venues. A multi-purpose ground supports outdoor and indoor sports, and an MoU with the District Sports Complex provides additional access. However, the institution has not provided a yoga center or gymnasium, and the space for outdoor games is limited. Yoga sessions are organized on campus. Other reported facilities include a Girls' Common Room, Girls' Hostels, Canteen, drinking water, parking, toilets (including Divyangjan-friendly), fire extinguishers, ramps, and wheelchairs.
4.2	Library as a Learning Resource
4.2.1 QlM	*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*
	The TCSnITC library, covering 136.71 Sqm, is located on the ground floor and includes various sections. The library is stated to be partially computerized using the LIBMAN Library Management System from Mastersoft ERP Solutions Pvt. Ltd. Users, including UG, PG students, and staff, reportedly use the library, which is equipped with adequate infrastructure. A library advisory committee is stated to ensure effective maintenance and optimal utilization of resources. The library operates from 10:00 AM to 5:00 PM on all working days and has a reading section seating fifty students. Internet facilities are available in the e-library, which has 9 computers. A library visiting register is maintained, and books are arranged subject-wise with display boards. The collection reportedly includes over 2787 books, 12 journals/magazines, 7 newspapers, and 34 back volumes of periodicals. CCTV cameras are installed for surveillance, with a display in the Principal's cabin. Book issuance and return are managed by library staff using a barcode facility for faster processing. Students can search and reserve books using OPAC. The library is a member of the NLIST Program (UGC-INFLIBNET Centre), providing access to over 6,000 e-Journals and 1,99,536 e-Books through login credentials for staff and students. The book scheme should be given to the students. More textbooks and references to be added. The library should be fully

	automated.
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
	The institution needs to update its IT facilities and provide sufficient internet bandwidth. TCSnITC has 144 computers, including laptops, distributed across departments, all with advanced configurations, internet access, and printers. Three projectors and two smart boards are stated to be installed in laboratories, multipurpose halls, and smart classrooms. The institute reportedly uses both licensed and free/open-source software as per the curriculum. TCSnITC states it updates its internet connection annually, providing over 100 MBPS speed from BSNL and Airtel. However, an inconsistency in the reported figures regarding the internet bandwidth available at the college was noted. The entire campus is stated to be Wi-Fi connected, with routers at various locations for improved connectivity, available to all students and staff. Several connectivity issues were encountered during the video shoot of the infrastructure due to unstable internet access. The e-library has nine systems with internet and Wi-Fi for accessing electronic resources. More than 45 CCTV surveillance systems are reportedly installed throughout the campus for security, with a 4TB hard disk for backup and monitoring from the Principal's cabin. Two computer laboratories have a 30-minute UPS backup. Biometric devices are installed for monitoring staff attendance and punctuality. The institution regularly upgrades computers and operating systems annually, replacing old machines. Administrative information is password-protected and changed frequently, and the number of printers and scanners is expanded yearly. The institution maintains a YouTube channel and social media accounts (Facebook, Instagram) for event updates. The TCSnITC website highlights facilities, infrastructure, achievements, and notifications, with new features added annually..

Qualitative analysis of Criterion 4
TCSnITC reports a robust and maintained infrastructure that is asserted to effectively support its academic and co-curricular objectives. The availability of classrooms, laboratories, and smart classrooms is highlighted as contributing to a conducive learning environment. The comprehensive library facilities, including partial automation, e-resources access, and an e-library section, are cited as commendable for digital literacy and research promotion. The frequent updates to IT facilities, sufficient internet bandwidth, and campus-wide Wi-Fi connectivity are stated to ensure access to technological resources. The presence of cultural and sports facilities, coupled with an auditorium and multi-purpose ground, is reported to underscore the institution's emphasis on holistic development. The provision of amenities like common rooms, hostels, and Divyangjan-friendly facilities is also noted. Overall, the self-assessment indicates that the infrastructure is a significant strength, facilitating effective teaching-learning, research, and extracurricular engagement.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QlM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**
	TCSnITC has a registered Alumni Association established in 2020, aiming to foster a strong bond among alumni, current students, and TCSnITC management. Alumni meetings and various programs are regularly arranged to maintain strong connections and gather feedback for enhancing educational quality. Alumni can register through a Google form available on the TCSnITC website, and the college uses WhatsApp groups and its website to encourage registration and maintain contact. Alumni of TCSnITC are reported to work in diverse fields such as IT, software development, testing, banking, education, and finance, with many also being entrepreneurs. Alumni reportedly participate in TCSnITC functions like annual gatherings and flag-hoisting ceremonies. They are stated to contribute intellectually through guest lectures, seminars, workshops, and career guidance sessions. Alumni entrepreneurs reportedly guide students on starting new businesses, encouraging them to become job providers. The alumni should be actively involved in the development of the institution and students' support activities like placements, scholarships etc. Frequent alumni meet interactions are required.

Qualitative analysis of Criterion 5
TCSnITC demonstrates only a few student supports through its registered Alumni Association, established in 2020. This association should actively foster strong bonds among alumni, current students, and management. Alumni should contribute intellectually through guest lectures, seminars, and career guidance, including entrepreneurship advice. They also should support placements by sharing job openings and providing references. Regular alumni meetings and online registration are required to facilitate sustained engagement, indicating a vital support system for student progression and overall institutional development.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*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.*
	The institution's governance and leadership align with its vision and mission, evident in practices like NEP implementation as per the affiliating university guidelines, sustained growth, decentralization, participatory governance, and perspective plans.
	The Local Governing Council comprises six members, including the institute's president (Chairman) and the principal, two teaching staff, one local society representative, and one student representative in the CDC. Meetings are held biannually. A senior faculty member assists the Principal, IQAC coordinator, Office Superintendent, and HoDs in monitoring activities, supported by committee chairmen. A student council, formed on merit, suggests improvements. TCSnITC should have a well-defined quality policy and action plans, with top management, the Principal, and faculty playing vital roles in design and implementation.
	TCSnITC should organize faculty meetings for the admission process under the principal's guidance. UG admissions are on a first-come, first-served basis, while PG admissions follow

	university guidelines, including a CET examination. The admission committee ensures smooth registration and form completion.
6.2	Strategy Development and Deployment
6.2.1 QlM	*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*
	The institutional perspective plan is to be effectively deployed, and institutional bodies should function efficiently, evidenced by policies, administrative setup, service rules, and procedures. The **Governing Body** is the central executive, overseeing academic processes. The **College Development Committee (CDC)**, an internal governing body, oversees educational and administrative activities. The principal is primarily responsible for TCSnITC administration, accountable to the parent body, and oversees plan implementation and day-to-day operations. Committees are formed annually, with tasks assigned per the institutional plan.

The IQAC aims to sustain and enhance education quality, formulated based on NAAC recommendations, with the IQAC Coordinator establishing a system for consistent improvement. Heads of Departments ensure the systematic implementation of plans. The institute claims to follow a transparent staff appointment process, adhering to Dr. B.A.M.U., Sambhajinagar norms. However, as most staff members have limited teaching experience, the institution faces challenges in implementing effective teaching-learning methods, leading to a lack of expert guidance for students. The administrative committees and IQAC should be more vibrant. |
| 6.3 | Faculty Empowerment Strategies |
| 6.3.1 QlM | **The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression** |
| | The institution reports having a performance appraisal system, effective welfare measures for teaching and non-teaching staff, and avenues for career development/progression. Employee performance is assessed annually to evaluate against norms and identify improvement areas. However, a clear system should be evolved to assess the employment performance.

Assessed through annual confidential reports and performance appraisals, considering parameters like Character and Habits, hard work, Discipline, Reliability, Relations/Cooperation, and technical abilities. The comprehensive Annual Confidential Report has 19 parameters, graded on a five-point scale, with overall assessment based on cumulative grade by Reporting Officer/HoD and forwarded to the Principal. Satisfactory performance reportedly leads to promotions and financial upgradation.

Group Insurance, Medical Insurance, EPF are not implemented for the teaching and non-teaching staff. They should be implemented at the earliest.

Welfare Measures like loan facility in emergencies; financial support and duty leave for attending professional development activities; felicitation for staff appointed in various bodies and awards; incentives for academic and other achievements; 50% fee concession for children of staff in other branches; promotion of LIC accounts; regular state/national level seminars; subsidized canteen facility; celebration of staff birthdays; and the "Tulsi Ratan" Award are available and need to be systematically strengthened.

The institution should evolve clear and structured policies for implementing and evaluating staff performance. |

6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**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)**
	The institution claims to have strategies for mobilization and optimal utilization of resources and funds, conducting regular internal and external financial audits. The main sources of funds are tuition fees from students and State Government, GOI scholarships, along with university funds for various activities. Before each financial year, the principal reportedly submits a budget proposal to the management committee, considering recommendations from department heads. **Financial Audits**: The institution has a mechanism for conducting external audits annually to ensure financial compliance. The committee reportedly verifies income and expenditure, and the compliance report is submitted to the management. External audits are conducted by a chartered accountant regularly, ensuring authorized payments. Any audit queries are stated to be addressed immediately with supporting documents, and no major audit objections have been encountered. The institution relies solely on student fees, GoI, and State Government scholarships. It needs to evolve a mechanism to mobilize funds from external sources
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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**
	The IQAC significantly contributes to institutionalizing quality assurance strategies and processes. Constituted on April 11, 2016, it reviews teaching-learning processes, operational structures, and learning outcomes periodically, recording incremental improvements. Its tasks include curricular and extracurricular planning/implementation, student-centric environment and teaching-learning evaluation, analysis of results for improvement, committee formation and technology upgradation for staff and students, and providing inputs for administrative best practices and audits. IQAC strategies focus on ensuring timely, efficient academic and administrative performance, organizing seminars and workshops, fostering a stimulating development system, implementing innovative teaching methods like online and project teaching, and adopting healthy practices such as FDPs and stakeholder feedback analysis. Major initiatives over the last five years include home assignments, student feedback analysis, providing an incubation center, automation of processes, curriculum workshops, and green initiatives. The IQAC ensures quality improvement in teaching-learning, strictly following the Academic Calendar. Student feedback is collected, analyzed, and shared. The analysis process needs to be strengthened for objectivity. Teaching-learning methodologies include teacher-centered, learner-centered, and content-focused approaches. Although the IQAC is proactive, it needs to show improvement in R&D, incubation, the mentor-mentee system, and in encouraging students to participate in experiential and participative learning.

Qualitative analysis of Criterion 6

TCSnITC's self-assessment asserts strong governance and leadership, aligning with its mission to serve socio-economically backward students. The institutional structure, including the Local Governing Council and administrative committees, demonstrates commitment to decentralization and participatory governance. Effective deployment of the institutional perspective plan, coupled with transparent administrative setups and staff appointment procedures, should ensure efficient functioning. Performance appraisal and welfare measures for staff are crucial for motivation and career progression. Financial management, characterized by budget allocation and regular audits, ensures optimal resource utilization and transparency. The IQAC plays a pivotal role in institutionalizing quality assurance, systematically reviewing processes and implementing improvements, a significant strength.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
	The institution states it has initiated a Gender Audit and implemented measures to promote gender equity. Both boys and girls are reported to be given equal opportunities in all committees, competitions, and curricular/extracurricular activities. The institute has carried out a Gender Audit. Special programs for gender sensitization and equity, including celebrations of International Women's Day, Savitribai Phule Jayanti, Mata Ramabai Jayanti, and Mahila Mukti Din, along with women's health awareness sessions, are reported. Counselling for psychological support on issues like career guidance, health, and personal problems is provided. Contact numbers for nearby police stations and toll-free helplines are displayed. All students, faculty, and staff are issued mandatory ID cards. 45 CCTV cameras are installed across the campus for security, with monitoring from the Principal's cabin.Girls' Common Room with basic amenities, a Sanitary Napkin Vending Machine, and a Girls Hostel are reported. The college should install Visaka Committee as per the mandatory provisions of law and arrange self-defence programmes / courses, particularly for girl students.
7.1.4 QlM	**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)**
	The institute strives to maintain an inclusive environment, respecting diversity, and promoting communal harmony. TCSnITC aims to create an economic, social, cultural, and legal environment that fosters student development. Government scholarship information is provided to socio-economically backward students, and deserving economically weak students receive fee relaxation. The campus upholds a zero-tolerance, ragging-free culture. Cultural programs during fresher's day and national festivals allow diverse students to showcase

their talents, fostering harmony.

The institute organizes events like International Yoga Day and celebrates historical figures' birthdays.

NSS programs promote social responsibility, justice, communication, and citizenship, contributing to national development. Constitutional information is provided on Constitution Day, with regular preamble readings.

Marathi and Hindi are taught; English is the medium for other subjects, with Marathi explanations for clarity.

Activities like IT education awareness in rural areas, cleanliness drives, tree plantation, and blood donation camps inculcate civic responsibilities and foster tolerance.

The institution needs to focus more on initiatives that promote socioeconomic diversity and educate students and staff about their responsibilities as citizens

7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
	The institution highlights two key best practices.
	Best practice-1: "Introductory Fashion Designing Training Course Free for Girls". This initiative encourages entrepreneurship in IT and fashion design, integrating current trends. It targets economically weaker rural girls, providing an alternative career path or business opportunity, acknowledging challenges in higher education or urban IT jobs. The free short-term course combines artistic creativity with technical proficiency. Students have successfully completed it, with some attempting dressmaking, indicating entrepreneurial potential. It contributes to personality development and improved dressing sense, with increased class attendance. However, time management and facility scheduling pose challenges.
	Best practice-2: "Fill Half Save Half campaign" to promote water conservation in hotels/restaurants. Addressing critical water shortages in Beed, the campaign, initiated in Beed city by first-year students, uses pictorial Marathi posters to explain responsible water use, tackling common wastage. This initiative reportedly achieves significant water savings and fosters lifelong water-saving habits, receiving positive responses from establishment owners. Challenges included gaining permission for poster placement and limited direct customer interaction due to localized focus.
	The best practices adopted by the college are either skill-based or awareness programmes. The college has to figure out how to devise better best practices.
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**
	Institutional Distinctiveness: Scholarship Assistance Services for All Categories of Students
	TCSnITC's stated distinctive priority is its Scholarship Assistance Services for All Categories of Students. This aligns with its vision to provide comprehensive education to rural and socio-

economically disadvantaged students, preparing them for IT careers and fostering innovation. The mission emphasizes cutting-edge courses, critical thinking, and moral values.

The Scholarship Assistance Program is cited as a key feature, actively promoting awareness and motivating students, predominantly from rural, low, and middle-income families, to apply for various government scholarships (e.g., GoI, SWADHAR Yojana, Rajarshi Shahu Maharaj, Swayam, Maulana Azad National). Staff members reportedly provide essential information on scholarship types, funding, eligibility, and guidance on IT sector placement opportunities.

To address economic barriers and common student challenges like document acquisition or online registration, staff reportedly assist with application completion, deadline adherence, and technical issues (e.g., AADHAAR linkage). Stakeholder feedback indicates that many rural students were initially unaware of these scholarships and expressed satisfaction with TCSnITC's assistance in facilitating access to financial support.

While the program operations and reported benefits are comprehensively described, the institutional distinctiveness proposal warrants further development to fully substantiate its claim.

Qualitative analysis of Criterion 7
TCSnITC's self-assessment demonstrates a commitment to institutional values and social responsibilities. Proactive measures for gender equity, including the 'VISHAKHA SAMITI', equal opportunities, and dedicated facilities for girls, need to be strengthened, alongside the systematic Gender Audit. The institution's efforts in fostering an inclusive environment, promoting tolerance and harmony across diverse backgrounds, need to be more focused, supported by high-value scholarship programs, cultural celebrations, and sensitization to constitutional obligations. The two best practices, the "Introductory Fashion Designing Training Course Free for Girls" and the "Fill Half Save Half campaign," are skill-based and awareness-oriented programmes in addressing socio-economic and environmental needs. The institutional distinctiveness in providing extensive scholarship assistance services to all student categories, particularly socio-economically disadvantaged ones, is presented as a distinguishing feature aligned with its vision of accessible, quality education. Overall, the self-assessment indicates a socially conscious institution progressing towards contributing to positive community and student empowerment.

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)
Overall Analysis
Strength: TCSnITC, Beed, identifies several strengths: a motivational, supportive, and dedicated management, complemented by hard-working and committed staff. The college reports reasonable infrastructure with ICT facilities, enhancing accessibility. Its campus is described as inclusive for girls, offering CBCS programs, a reading room, and e-library facilities, and student support. A good alumni base with a registered and functional association is evolving to contribute towards institutional development. The college also claims significant social involvement through community engagement initiatives. A key strength highlighted is its comprehensive scholarship assistance program, benefiting a large percentage of economically disadvantaged students through government schemes. An existing internal/external assessment system and evolving grievance redressal mechanism are likely to strengthen operational effectiveness. The institution's adoption

of student-centric methods in teaching and learning are also presented as pedagogical advantages.

Weaknesses:

Despite its strengths, the college acknowledges certain weaknesses. All courses are offered on a non-grant basis, which might impact financial flexibility for development. There is reported to be a lack of awareness of higher education among parents, especially concerning female students, which can pose enrollment challenges. Establishing linkages with international organizations and industries is stated as difficult due to the rural location. A significant concern identified is that enrolled students often have weak educational backgrounds, potentially requiring additional academic support. The high dropout rate, particularly among female students due to rural area challenges, is another noted weakness.

The college does not have its own building infrastructure, a major challenge to operational continuity.

Opportunities:

The institution identifies several opportunities for growth. It can actively seek funds for research and college development, promoting a stronger research culture. Organizing in-house conferences and Faculty Development Programs (FDPs) can enhance staff capabilities. Signing Memorandums of Understanding (MoUs) with multinational IT companies could significantly enhance training and placement activities. The college also has the opportunity to introduce a larger number of short-term, job-oriented, skill development, and self-employment courses, including collaborations with leading institutions. Expanding activities related to the Incubation Centre and R&D can foster innovation, and there is a specific opportunity to create more opportunities for women entrepreneurship. Making the college campus fully digital is identified as another area for advancement.

Challenges:

The institution outlines several challenges. Attracting high-ranking students remains a primary challenge. Establishing linkages with top MNCs is difficult given its rural setting. Enhancing the success rate in competitive examinations is another area requiring focused effort. Motivating faculty towards sustainable, purposeful, and socially-oriented research through research grants is a stated challenge. Lastly, reducing the college dropout rate, especially among girl students, is a critical challenge given the rural context. Resource mobilization, attracting senior faculty, and providing UGC / state government scales of pay are great challenges.

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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)

- Actively pursue government and non-government grants for research and TCSnITC development.

- Strengthen industry linkages, possibly through virtual collaborations, to overcome rural location challenges for placements and internships with MNCs.

- Implement targeted remedial and bridge courses to address the weak educational background of enrolled students.

- Develop specific strategies and support systems to reduce the dropout rate, particularly for female students from rural areas.

- Enhance competitive examination coaching and support, potentially through dedicated mentorship programs.

- Increase faculty participation in research projects and secure research grants through institutional incentives and support.

- Expand the number and diversity of job-oriented, skill development, and self-employment courses, building on existing collaborations.

- Further digitalize campus operations and integrate advanced ICT tools across all functions including central library.

- Promote and document entrepreneurial successes from the fashion design course and other skill development initiatives to inspire more students.

- Continue and strengthen community outreach programs, leveraging awards and recognitions to build reputation and attract better students.

- Strive for a permanent building for the institution at the earliest.

- Appoint faculty at Associate Professor and Professor on a regular basis to have a pyramidal structure for every department.

- Install campus-wide solar energy and provide a state-of-the-art sports facility to student community.

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. KRISHNAN NALLAPERUMAL	Chairperson	
2	DR. ARVIND KALIA	Member Co-ordinator	
3	DR. AKULA VENKATA SHESHA GIRIDHAR	Member	
4	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. KRISHNAN NALLAPERUMAL	Chairperson	
2	DR. ARVIND KALIA	Member Co-ordinator	