



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

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
MAZHARUL ULOOM COLLEGE, AMBUR  
C-36407  
AMBUR  
Tamil Nadu  
635802**

*V.T. Afshar Khan*

*Haniffa*

*[Signature]*

**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:	MAZHARUL ULOOM COLLEGE, AMBUR AMBUR Tamil Nadu 635802	
2.Year of Establishment	1969	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	8	
Programmes/Course offered:	10	
Permanent Faculty Members:	45	
Permanent Support Staff:	26	
Students:	917	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. A rural /semi urban minority institution catering to weaker and marginalized sections of the society offering low cost but quality education where most of the students are first generation learners.</li><li>2. A sizeable proportion of the students are facilitated scholarships either by the Government or by the management, and students benefit out of the 'earn while you learn' scheme which is better made possible through the two (forenoon-afternoon) shift functioning of the college.</li><li>3. The location of the college in an industrial area promotes industry-academia linkage which helps in providing industry oriented training to students.</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 26-07-2023 Visit Date To : 27-07-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MD AFSHAR ALAM	Vice Chancellor,JAMIA HAMDARD
Member Co-ordinator:	DR. HAWA SINGH	FormerProfessor,KURUKSHETRA UNIVERSITY KURUKSHETRA
Member:	DR. GIGI THOMAS	FormerPrincipal,Mar Ivanios College Autonomous
NAAC Co - ordinator:	Dr. A.v. Prasad	

*M. Afshar Alam*

*Hawa Singh*

## Section II: CRITERION WISE ANALYSIS

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

The college is affiliated to Thiruvalluvar University and follows the curriculum framed by the respective BoS of the University. The college is established and maintained by the Ambur Muslim Educational Society (AMES) and has implemented the CBCS pattern in all its programmes. The college mainly offers 8 UG and 2 PG programmes, along with PhD programmes in certain disciplines. Majority of the programmes are in the aided stream, whereas certain programmes have also been running in the unaided format. The college works in two shifts and has structured mechanisms for curriculum delivery. The outcomes and assessment process are based on the OBE system that have been successfully initiated. In order to enhance the skill development of the students, a good number of new courses – electives / value added / certificate courses have been introduced by all departments and a sizeable proportion of students have benefitted out of the courses. The provision for internships / field projects / research projects / social immersion projects at the UG and PG levels enhanced the learning of the students by providing the right kind of exposure. Field trips, innovative sessions by industry experts and spiritual scholars, community based events, and outreach programmes also enhance the practical learning and experience of students. The curriculum has specific courses offered for value education, and environmental studies. Ability enhancement, skills enhancement, and domain specific advanced course catering to the learner's specific needs are also undertaken. Through this approach the motivational levels of the students are kept intact. This approach also created a competitive environment to the students there by making them responsible for their learning. Curriculum also has interdisciplinary nature and focuses on skills enhancement and socio-cultural aspects ensuring the students progression to employability and /or higher education. The curriculum reflects integration of crosscutting issues like gender, human values, and environment. There is a formal structured feedback mechanism in place. The curriculum is reviewed and revised on a continuous basis which is initiated by the board of studies by the parent university..

Dr. Afshan Khan

Hawa Singh



Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The college offers programmes with English as the primary medium of instruction. Most of the students enrolled in the college are from marginalized, economically backward and disadvantaged sections of the society. Most of the programs are for men only whereas BSc Microbiology programme admits only women students. Because of various scholarship schemes available at the college, both by the Government as well as by the management, it could attract a good number of students from socio-economically dis advantaged section of the society. A merit based and transparent admission process has been adopted with appropriate reservation policies for SC/ST/OBC/Divyangan to ensure equitable and inclusive education. The college practises student-centric teaching learning methods for which appropriate ICT facilities are provided in the departments. There is a structured mechanism for accessing the learning level of students and mentoring slow and advanced learners and monitor their progression. ICT tools are widely used by the faculty and e-contents are available on the college website. Practical laboratory components are included in various courses. Spoken English training is given to students through a well maintained Language Lab. Extension activities are promoted in curriculum by awarding marks for the same and students have to mandatorily enroll in any one of the extension clubs. Field visits, rural camps, pandemic time interventions, all help in experiential learning. The college has a systematic assessment process which involves both Continuous Internal Evaluation and End Semester Evaluation. The efforts of the examination system are laudable and each UG programme has 3 CIE tests. The grievances of students regarding assessments are also redressed satisfactorily. The structured curriculum with well-defined PO's, PSO's and CO's is basic need of the OBE based education offered by the university. The attainment of CO's, PO's, PSO's mapped in to the OBE education. The examination system is yet to develop a process of credit equivalence and assessment procedures for courses taken online through MOOC's or other platforms. The institution does not have LMS platforms like Moodle but uses google tools for such needs.

H. A. Phani

Hema Singh



Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	<b>Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

**Qualitative analysis of Criterion 3**

An overview of the research initiatives taken by the college reflects its commitment towards promoting research culture and environment, though with certain limitations due to different constraints. The college supports faculty members to attend workshops and coursework for acquiring research skills by giving them leave as and when required. In the last five years, the college has not received much research grant from government/ non-government agencies which indicates that more efforts are required to increase the number of research grants beyond. None of the academic departments have a research project awarded, which is a concern. A few faculty have published books in the respective disciplines which is a matter of appreciation, whereas the publication of papers in UGC CARE listed journals is not at all promising. However, it is laudable that 8 national patents have been filed by the faculty. In terms of Innovation ecosystem, the college has an Incubation Centre and promotes internal entrepreneurship. As part of the research project, an offline content management system is created by the faculty and students. The 'Soap Making' entrepreneurship as part of Microbiology project is worth mention. Being situated in an industrial area, the college has many alumni industrialists and entrepreneurs who occasionally share their paths of success to students. The college is not publishing any peer reviewed journal, the launching of which will give an opportunity to the faculty members to have access to latest publications and to collaborate with the research across country. In line with its commitment to research environment and culture, the college has organized a few seminars/workshops on Research Methodology, IPR, Innovation etc. The college has undertaken several extension activities such as Covid vaccination Camp, Blood Donation/Eye/Dental Camps, Swatch Bharat Mission, tree planting, etc. The social involvement of the college has been recognized by the district/local administration by means of a few awards and recognitions. Awareness programmes on various social issues are conducted from time to time.

Dr. Anshu Anand

Harv Singh

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

The college has good infrastructure, which has been augmented over the years, and caters to all its needs. There are twenty two well-furnished classrooms along with computer labs, language lab, e-learning hall, a spacious central library, seminar halls, auditorium, conference room and open stage. The details provided by the college suggest that all the infrastructure needs are met by these resources and no shortage of resources is reported in terms of infrastructure. The specific needs of certain programmes are also met by specific infrastructure such as microbiology lab, computer lab, language lab etc. The sports activities of the students are an integral part of the development of the students. In this perspective, the college provides some space for certain sports events and gym facilities for the students. The campus area is satisfactorily large enough spread over 25 acres with built up area of 4808 square meters. With the advancement of technology, the institute has made steps to modernize the classrooms. There are 2 interactive panel boards and 10 LCD projectors as to enhance the teaching learning environment for the students. There are sufficient computing laboratories to foster the growth of the students and to provide in hand learning environment. For cultural activities, the institute is having an auditorium and an open stage where cultural programmes are being practiced and staged. The average percentage of expenditure for infrastructure augmentation is given to be 31.25, though the absolute expenditure is less in some years which is a concern. The college is using a fully automated library using Digital Library Management System SOUL developed by the INFLIBNET. The system fully provides cataloguing, acquisition, circulation system, report, search, etc. to facilitate easy usage of library services, benefitting teachers and students. The library has a collection of 31521 books, 9 journals and 16 periodicals with circulation of 8 newspapers. The library has also subscribed to various e-resources. The amount spent on purchase of books for the last five years is very less and hence needs substantial enhancement. A little less than 10% of the students use library on a daily basis, which is commendable but needs to be further improved. The college has augmented its IT infrastructure as per its needs.

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

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

Dr. Afshan Khan

Hewa Singh



The college is having a well-structured policy for student support and to capture student progression. The institute adequately communicates the policies, practices, services etc, to the students as and when required. The college is facilitating Government/management scholarship to the economically backward students every year. About 75% of the students have been benefited by scholarships/free ships during the assessment period. The numbers suggest that a strong support is being provided by the college for administering the scholarship process. The Earn while you Learn scheme also is in place and is beneficial to many students in order to support their studies as well as offering support for their families. The college has ensured to provide capacity building and skills enhancement initiatives for the students such as Soft skills programme, Language and communication skills programme, Life skills and ICT skills. The college demonstrates strong facilities for life skills such as Yoga, physical fitness and health and hygiene. The college is extending guidance and counselling services for the students with the support of the faculty. A sizeable number of students have attended the guidance for competitive exams and career counseling through college initiatives. Student progression to higher education and students placements are rather satisfactory but needs a lot of improvement. The college has a health centre facility in a limited manner where services of a nursing staff is available. Day care facility also needs mention. Various support services and clubs like Red Ribbon Club, Rotract Club, Enviro Club, Legal Literacy Club, Citizen Consumer Club, Youth Red Cross, etc. are also functional in the college and serves to support the students in their social training as well for the service of the society. The college has a registered alumni association which meets periodically and which contributes in a limited manner for the upliftment of the college.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

**Qualitative analysis of Criterion 6**  
 The college is established and maintained by a visionary management which has been engaged in educational services for more than a century. The college has taken several steps towards governance, leadership and management that have improved the administrative smoothness of the college. The college has a strong social

commitment in line with its vision and mission. The heads of governing bodies along with other functionaries regularly take decision to improve the governance structure of the college. The departments have been provided academic freedom and are functioning effectively. Various committees and bodies serve as a platform to discuss, deliberate and envisage the needs of the college from time to time. The Heads of Departments are authorised to independently conduct the day-to-day functioning of the department in consultation with the faculty council and with the approval of the Principal. The college has an efficient and effective IQAC which conducts periodic meetings, programmes, and deliberations for the qualitative improvement. The staff empowerment and welfare measures are appreciated by the stakeholders. However, the salary of the unaided staff needs substantial hike at par with quality institutes. The institute has also adopted necessary welfare schemes for teaching and non-teaching staff such as interest free loan, research support, Health aid, Employees Provident Fund, along with leave for the members. The e-governance initiative of the institute has been adopted in domains of Administration, Finance & Accounts, Student Admission and Support, & Examination. The self appraisal/performance appraisal systems for the staff are in place.

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

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years</b>
7.1.4 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

Qualitative analysis of Criterion 7

The college demonstrates certain specific values and has also shown best practices that are being adopted. It is mainly a men-only college, with women students admitted only for one programme, but convincingly a gender discrimination free campus and as per college policy gender sensitisation schemes are already in place. Women's Cell and Internal Complaints Committee provides all the assistance to women staff and students as well as any legal help that is required is also extended. For the protection of staff and students CCTV surveillances in place and proper security monitoring is also in order. The proportion of female staff and students can be enhanced with introduction of more programmes for girl students. The lush green campus also promotes by supporting several initiatives relate to eco-friendly usage of things. Green campus initiatives and utilization of alternative sources of energy are attempted. Many students use bicycles to reach the college. Using ICT methods in most of the administrative and academic activities, the use of paper is reduced. There are rain water harvesting facilities to reduce the water scarcity. Inclusive and tolerant ambience of the college is satisfactory. Many important days of national significance are celebrated. The college has specified two structured best practices, which aim at the overall development of students by way of personality development and enhancement of social responsibility.

Dr. Afshan Alam

Hewa Singh





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

**Overall Analysis**

**Strength:**

1. A campus with easy access to through rail, road and water and situated in a highly productive industrial area.
2. A visionary management committed to imparting value based education to weaker sections of society.
3. Decentralized management, collective governance, and united staff.
4. An effective mentoring and counselling system for students.
5. Patents and books by faculty exhibit their academic expertise and mastery.
6. Extension and social outreach programmes of the college cater to the development of the society.
7. More than two third of the student community benefit through scholarships and financial assistance.
8. Good infrastructural facilities including class rooms, library and various labs.
9. A good number of certificate/add on courses offered and availed by students.
10. Rather good and systematic documentation process.

**Weaknesses:**

1. Student enrolment in PG programmes is below the sanctioned intake.
2. Faculty publication in UGC approved journals is very less.
3. Difficulty in incorporating changes in curricula as per the requirements of the dynamic world, being part of affiliated systems.
4. Placement activities need to be enhanced substantially for students to avail better salaried jobs.
5. Research initiatives among the faculty needs to be further promoted.
6. As most of the students are first generation learners, they lack proper motivation for studies often.
7. Lack of external funding for research activities.
8. Not adequate sports/games/physical training facilities.

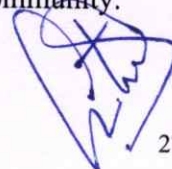
**Opportunities:**

Introduction of blended education can be encouraged and the students can opt for courses through SWAYAM/MOOC's etc. in the campus.

2. Facilitating more collaborations with other institutions to enhance and increase research activities/student/faculty exchange etc. in the college campus.
3. Undertaking consultancy projects in various disciplines, especially being situated in an industrial area.
4. More innovative and new generation PG programmes especially for girls can be launched as there is a high demand for the same in the area.
5. 'Earn while you learn' programme can be made to cover the entire student community.

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**Challenges:**

More PhD/high qualified teachers are required

2. Presence of many similar colleges in the vicinity which pave way for competition to attract students.
3. Poor English communication skills of students.
4. Social stigma hurdles of sending girls for higher education.
5. Low fee structure in unaided programmes which result in poor salary packages.
6. Attracting research funding from external agencies.
7. Providing Placement opportunities in large numbers.
8. Introduce more vocational/ professional courses.

Dr. Afshan Khan. Hania Singh



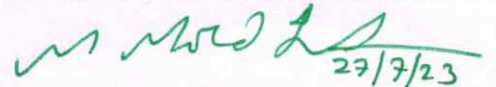
#### Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Plan to attract students from other parts of the country, and even from foreign countries.
- Provide systematic training for placement to overcome the barrier of medium of instruction and lack of adequate skills. A full time placement officer can be appointed.
- . A qualified full time psychological counselor should be appointed.
- To initiate blended learning as part of all the programme to enhance the learning levels
- Keeping in view new NEP2020 a strategic plan to be prepared in consultation with all the stake holders.
- .More inter departmental coordination for quality research.
- More innovative UG and PG programmes, especially in science streams, should be started.
- Girl students should be admitted to more programmes of the college.
- Adequate transport facility should be arranged for students coming from different places.
- Salary of teachers and non-teaching staff in the unaided sector should be reasonably enhanced to the level of government scale.
- Avail more funding from Government as well as non government agencies including CSR schemes of companies.
- The pass percentage of all programmes should be increased. Special remedial teaching for weak learners should hence be improved.
- More Vocational and skill oriented programmes should be initiated.
- Entrepreneurial and Incubation support to improve the number of startups.

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

Signature of the Head of the Institution

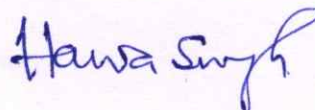
  
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Seal of the Institution

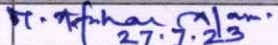
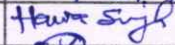

PRINCIPAL  
MAZHARUL ULOOM COLLEGE  
AMBUR-635 802. Vellore Dist.









Sl.No	Name		Signature with date
1	DR. MD AFSHAR ALAM	Chairperson	 27.7.23
2	DR. HAWA SINGH	Member Co-ordinator	 27.7.23
3	DR. GIGI THOMAS	Member	 27.7.23
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place **AMBUR Vellore Dist.**

Date **27.7.23**