PEER TEAM REPORT

ON

INSTITUTIONAL ASSESSMENT & RE-ACCREDITATION

(Cycle 2)

OF

R.K. Talreja College of Arts, Science and Commerce
ULHASNAGAR-421003
Maharashtra

Dates of Visit:

28th to 30th March 2016

National Assessment and Accreditation Council
An Autonomous Institution of the University Grants Commission
P. Box No.1075, Nagarbhavi
Bangalore – 560072 INDIA

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Section I: General Information

1.1. Name and Address of the Institution:	**R.K. Talreja College of Arts, Science and Commerce ULHASNAGAR-421003 (Maharashtra)**
1.2. Year of Establishment:	1961
1.3. Current Academic Activities of the Institution	
• Faculties/Schools	03
• Departments	16 Aided and 7 Unaided
• Programmes/Courses Offered	UG: 19, PG: 09, Ph.D.: 02
• Permanent Faculty Members:	Full Time: 67
• Permanent Supporting Staff:	Non-Teaching: 93
• Students:	UG: 3479 PG: 487 Ph.D.: 10
1.4. Three major features in the Institutional Context: (as perceived by the Peer Team)	• First College in Thane district • Committed management, dynamic leadership and healthy relationship with stakeholders. • A recognised linguistic minority institution serving the higher education needs of all the communities at affordable cost.
1.5. Dates of visit of the Peer Team (A Detailed visit schedule may be included as Annexure)	28, 29 and 30 March 2016.
1.6. Composition of the Peer Team which undertook the onsite visit:	
Chairman:	Prof. A.M. Pathan (Former Vice-Chancellor, Central University of Karnataka) 75, Ranoji Rao Road Basavgadi, Bangalore-560004
Member:	Dr. R.K. Dave Principal, Yogiji Maharaj Mahavidyalaya Mahila Arts and Commerce College Dhari-365640 (Gujarat)
Member Coordinator:	Prof. SunilKanta Behera Professor of Eminence Department of Mass Communication & Journalism Tezpur University, Tezpur-784028 (Assam).
NAAC Coordinating Officer	Dr. Ganesh Hegde, Deputy Advisor, NAAC, Bangalore – 560072

Section – II: Criterion-wise Analysis	
2.1. Curricular Aspects:	
2.1.1. Curricular Planning and Implementation:	• The college is affiliated to University of Mumbai and follows the syllabi prescribed by the University. • Some teachers are members of BOS and Syllabus Committee and have contributed to the curriculum design and restructuring. • Academic programmes are in tune with the vision and objectives of the college.
2.1.2. Academic Flexibility:	• Adequate programmes with several course combinations and electives offered at UG level. • Freedom to introduce programme options limited. • Saral Hindi Programme is offered. • The college follows Credit Based Semester Grading System (CBSGS).
2.1.3. Curriculum Enrichment:	• Contemporary relevant and need-based courses on Management, IT, Computer Science, Banking, Insurance, Finance etc. are offered on self-financing mode. • The college is sensitive and responsive to the need of integrating academic learning with cultural and social values. • Informal feedback obtained may be used for curriculum enrichment.
2.1.4. Feedback System	• Teachers those who are members of BOS and Syllabus Committee of the affiliating university give their feedback in developing and designing the curriculum. • Formal feedback from the students and informal feedback from other stakeholders.
2.2. Teaching-Learning & Evaluation:	
2.2.1. Student Enrolment and Profile:	• Admission process is transparent and is given wide publicity through prospectus and college website. • Online admission for UG courses since 2013-14. • Students are admitted to MA and M.Com. courses on merit and for M.Sc. courses as per selection by University. • Reservation policy of the State Government is followed.

2.2.2. Catering to Student Diversity:	• The slow and advanced learners are identified through class interactions and taken care of through personal counselling. • The college is sensitive to the needs of differently abled students. • Lack of formal remedial, bridge, add-on and enrichment courses.
2.2.3. Teaching-Learning Process:	• Academic calendar and teaching plans are prepared. • Student-centric initiatives in teaching-learning include assignments, power-point presentations, group discussions, projects and field visits. • Use of ICT and modern technology aids in class room teaching is limited. • Online open educational resources available through INFLIBNET.
2.2.4. Teacher Quality:	• 23 permanent teachers have Ph.D. and 16 permanent teachers have M.Phil. • Teachers are recruited as per UGC/ Government/University norms and rules. • Teachers participate in Refresher/Orientation courses, Seminars, Conferences and Workshops. Some are also invited as Resource Persons to deliver lectures.
2.2.5. Evaluation Process and Reforms:	• Examination and evaluation procedures, methods and rules are communicated to the students through college website and notice boards. • The college follows Semester pattern of teaching, examination and evaluation which is both formative and summative. • The College deals with the examination and evaluation related grievances as per the guidelines of the affiliating university.
2.2.6. Student Performance and Learning Outcomes:	• Students' performance and progress are continuously monitored through class tests, assignments, viva-voce and term-end examinations.

	• Learning outcomes need to be clearly defined for each course.
2.3. Research, Consultancy and Extension:	
2.3.1. Promotion of Research:	• The college has a Research Development Committee to monitor, facilitate and promote research. • The college encourages teachers and students to undertake research and grants study leave to pursue research for PhD. • No provision of seed money to the teachers for undertaking research projects. • Departments of Hindi and Botany are recognised for Ph.D. research by University of Mumbai.
2.3.2. Resource Mobilisation for Research:	• Two Major and 17 Minor research projects funded by UGC and University of Mumbai completed during the last 5 years and 5 are ongoing. • The college mobilised Rs. 9.1 lakh for its completed projects and Rs.10.88 lakh for its four on-going projects from UGC and other sources. • No budgetary allocation for research for the faculty.
2.3.3. Research Facilities:	• A few departments have created research facilities through generated research funds. • Limited efforts by the college to augment its infrastructural facilities for research.
2.3.4. Research Publications and Awards:	• Teachers have published 44 research papers in peer-reviewed journals, out of which two are listed in Web of Science and 153 in other journals. Teachers have also published 13 books and contributed 19 chapters in edited books. • Two teachers of Microbiology have received best research paper presentation/poster presentation awards and one best Ph.D award in Marathi.

	• No research journal published by the college.
2.3.5. Consultancy:	• Personal informal consultancy by teachers.
2.3.6. Extension Activities and Institutional Social Responsibility:	• The extension and outreach programmes are conducted by NSS Volunteers and NCC Cadets in collaboration with social organisations. • The college has adopted two villages for its holistic growth and development being facilitated by the NSS and NCC. • Blood donation, tree plantation, AIDS and Health Awareness Camps, EDPs, Blind belief eradication camps, social awareness rallies and Yoga Shibirs are organised by the NSS and NCC.
2.3.7. Collaborations:	• No formal collaborations. • Department of Microbiology has received Refrigerated Centrifuge machine for its lab from Colgate Palmolive Research Centre.
2.4. Infrastructure and Learning Resources:	
2.4.1. Physical Facilities:	• The college has two campuses of 2 acres each with a total built-up area of 6140 sq. metres with adequate physical facilities. • Co-curricular and extra-curricular activities with provisions for some outdoor and indoor games. • The infrastructure facilities are used optimally by the college.
2.4.2. Library as a Learning Resource:	• The college has a separate three-storied library building with 150 seated reading room. The library has 83083 books and 89 popular magazines and journals. • The college has a Library Committee. • The library is partially automated. OPAC, INFLIBNET and e-resources are available. • The college provided Rs. 23 lakhs for the library during last five years.
2.4.3. Infrastructure:	• The college has 150 computers with internet connectivity and limited WiFi facilities.

	• The college has budgetary provision for upgradation, creation of additional ICT infrastructure and maintenance which needs to be fully utilised.
2.4.4. Maintenance of Campus Facilities:	• The college has budgetary allocation for maintenance of the physical facilities and the laboratories. • Maintenance of computers and other equipments is through AMCs. • The Vice-Principal looks after the maintenance of campus facilities.
2.5. Student Support and Progression:	
2.5.1. Student Mentoring and Support:	• Poor and reserved category students receive scholarships from the State/Central governments and the college SAF. Health insurance is available for students. • The college encourages its students to participate in extra and co-curricular activities through the Gymkhana and Cultural Committees. • The college has an anti-ragging committee and women development cell. • Career Guidance and Counselling Cell needs strengthening.
2.5.2. Student Progression:	• Progression of students to higher education is about 45 per cent in Arts and 15% in Science and Commerce. • The college results in University examinations in BA, BCom. & PG is around 80 percent but it is poor in Science stream. • The dropout rate in UG is 3.5% and in PG is 2% and the college makes an effort to reduce it.
2.5.3. Student Participation and Activities:	• Participation of students in co-curricular and extra-curricular activities is evident. • Students are encouraged to write in the Student Magazine 'PARAS' published by the college.

	• Two students selected in Adventure camp, many students won prizes in AIU and University level games/sports events. • The college has a Student Council which facilitates students' participation in curricular, co-curricular and extra-curricular activities.
2.6.Governance, Leadership and Management:	
2.6.1. Institutional Vision and Leadership:	• The vision and mission are in congruence with the higher education objectives. • The Principal's dynamic leadership and the team of Vice-Principals along with the Governing Council and Local Management Committee help in smooth management of the college. • The college formulates its policies and interacts with stakeholders.
2.6.2. Strategy Development and Deployment:	• Action plans are prepared and are implemented and monitored by the IQAC, faculty and staff. • The college has constituted several committees and subcommittees to run and coordinate institutional activities. • Formal and structured feedback from all the stakeholders is yet to be initiated.
2.6.3. Faculty Empowerment Strategies:	• Teachers are encouraged to undertake research projects, attend workshops, seminars, conferences and refresher/ orientation courses, etc. • The college follows UGC /State government policy on recruitment. • Employee welfare schemes of the state government are available. • No training programmes for innovative teaching, research and academic administration for the teaching and administrative staff.
2.6.4. Financial Management and Resource Mobilisation:	• The college being grant-in-aid, makes effective utilisation of funds received from government, UGC and own sources (fees,

	sponsorship, etc.)
	• Accounts are maintained and audited regularly by internal auditors, and external statutory auditors.
	• Efforts for resource mobilisation from other agencies/organisations/research funding bodies are yet to be initiated.
2.6.5. Internal Quality Assurance System:	• IQAC was established in 2010 and has made some progress in its quality initiatives.
	• No formal internal or external academic audit.
2.7. Innovation and Best Practices:	
2.7.1. Environment Consciousness:	• Green and energy audit have been planned and steps have been initiated for an eco-friendly campus.
	• Use of renewable energy.
	• Rain water harvesting has been taken-up.
2.7.2. Innovations:	• Reuse of waste paper.
	• Biogas plant installed.
2.7.3. Best Practices:	• 'One Window System' for all student support services.
	• Create awareness about arsenic contamination of water.
	• Inculcation of sense of responsibility among students towards old age parents including the abandoned old people living in old age homes.
Section – III: Overall Analysis	
3.1. Institutional Strengths:	• Old Grant-in-Aid, co-education multi-disciplinary college with a good reputation.
	• Well defined vision and mission.
	• Committed management, dynamic leadership and healthy relationship with stakeholders.
	• Fine fusion of traditional and professional

	• job-oriented courses. • Satisfactory infrastructure
3.2. Institutional Weaknesses:	• Limited use of ICT in classroom teaching. • Limited research output in terms of publications and research projects. • Lack of collaboration with industry, academic and research institutions. • Constraint of space
3.3. Institutional Opportunities:	• Strengthening ICT based teaching and learning. • Resource mobilisation from different funding agencies like ICSSR, UGC, DBT, CSIR, by submitting Major/Minor Research Project Proposals. • Introduction of more job-oriented and short-term vocational courses with funding from UGC and other collaborative agencies. • Ensuring active participation from the established alumni. • Introduction of Entrepreneurship and Skill development programmes.
3.4. Institutional Challenges:	• Acquiring autonomous status. • Promotion of collaborative linkages with academic/research institutions, industries and NGOs. • Enhancing the rate of student progression to higher education and employment. • Formulation of a long-term perspective plan for the growth and development of the college. • Capacity building initiatives for teachers and administrative staff.
Section – IV: Recommendations for Quality Enhancement of the Institution	
• Vacant teaching posts need to be filled up on a priority basis.	

- Collaboration with industry, research centres, professional bodies, NGOs be initiated for resource mobilisation and quality sustenance.

- ICT thrust and further innovations in teaching-learning process.

- Formal feedback from all stakeholders needs to be institutionalised, analysed and utilised for promotional and remedial measures.

- Value added courses for skill development of students may be introduced.

- Remedial coaching and coaching for competitive examinations be provided to the students.

- Facilities for games, sports and extra-curricular activities need to be strengthened.

- Teachers be encouraged and motivated to undertake more Major/Minor Research Projects with funding from UGC, ICSSR and other funding agencies and publish regularly in peer – reviewed research journals with high impact factor.

- Upgradation of science laboratories with modern equipments.

- Training, orientation programmes and workshops for the capacity building of teaching and non-teaching staff be organised by the college.

- A long-term perspective plan with a futuristic vision needs to be formulated.

- The college may initiate steps to acquire the status of Autonomous College.

I agree with the Observations of the Peer Team as mentioned in this Report.

Dr. L.Natarajan
Principal, R.K.Talreja College of Arts,
Science and Commerce
Ulhasnagar-421003 (Maharashtra)

Signatures of the Peer Team Members:

Designation	Name	Signature with Date
Chairman	Prof. A.M. Pathan	
Member Coordinator	Prof. Sunil Kanta Behera	
Member	Dr. R.K. Dave	
NAAC Coordinating Officer	Dr. Ganesh Hegde	

Place: Ulhasnagar - 421003(Maharashtra)   Date: 30 March 2016

Quality Profile

Name of the Institution : Seva Sadan's
R. K. Talreja College of Arts, Science and Commerce
Place : Ulhasnagar, Thane, Maharashtra

Criteria	Weightage (W_i)	Criterion-wise Weighted Grade Point ($Cr\ WGP_i$)	Criterion-wise Grade Point Averages ($Cr\ WGP_i / W_i$)
I. Curricular Aspects	100	280	2.80
II. Teaching-Learning and Evaluation	350	1040	2.97
III. Research, Consultancy and Extension	150	360	2.40
IV. Infrastructure and Learning Resources	100	270	2.70
V. Student Support and Progression	100	300	3.00
VI. Governance, Leadership & Management	100	280	2.80
VII. Innovations and Best Practices	100	300	3.00
Total	$\sum_{i=1}^{7} w_i = 1000$	$\sum_{i=1}^{7} (Cr\ WGP_i) = 2830$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^{7}(Cr\ WGP_i)}{\sum_{i=1}^{7} W_i} = \frac{2830}{1000} = \boxed{2.83}$$

Grade = $\boxed{B}$ **Descriptor** = $\boxed{GOOD}$

Director

Date : May 25, 2016

- This certification is valid for a period of *Five* years with effect from May 25, 2016
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer

EC(SC)/15/A&A/24.2