

Great Institutions of
Higher Learning
Accredited Colleges in India



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

NAAC

Vision

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission

- ❖ *To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- ❖ *To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- ❖ *To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- ❖ *To undertake quality-related research studies, consultancy and training programmes, and*
- ❖ *To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

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- ❖ *Fostering Global Competencies among Students*
- ❖ *Inculcating a Value System in Students*
- ❖ *Promoting the Use of Technology*
- ❖ *Quest for Excellence*

Series on

**Great Institutions of
Higher Learning**
Accredited Colleges in India
(Volume I, 2002-2004)

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विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

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Introduction

This volume is the outcome of the effort of NAAC to present a select group of colleges, among those assessed and accredited recently, as effective performers. In another volume published earlier this year (2004), exemplary academic practices of a larger group of best institutions were highlighted under the rubric, “Best practices”. These efforts are made not to pedestalize some institutions to the exclusion of others. That would be judgmental and discriminatory. Rather NAAC seeks to emphasize the philosophy of corporate endeavour for corporate excellence and to promote the inclusive culture of mutual support in the furtherance of a common cause. In a country like ours, where education is a large enterprise, we may advisedly resort to an enlightened economy of learning from one another. Without losing its own identity and uniqueness in particular directions of development, an institution will only be richer by emulating or creatively adapting a “Best Practice” of another. It is in this sense institutions which create opportunities for such mutual sharing may be looked upon as ‘models’, rather than prescriptive norms.

The colleges included in this volume were assessed between 2002 and 2004 and they were accredited with ‘A’ or ‘A +’ grade. Those assessed earlier under a different system of accreditation are preparing for reaccreditation. They will be included in subsequent volumes after their accreditation results are announced. The assessment reports are reproduced here in the hope that the strengths highlighted in them may trigger and motivate others to make them their own. Or, on the contrary, the areas of inadequacy pointed out therein may caution others to circumvent them.

The use of the term ‘great’ to refer to the institutions presented here is the result of a happy coincidence. They legitimately attract the title because ‘of (their) extreme good quality’ (as the dictionary defines the term, ‘great’). However, the honourable President of India, Shri.A.P.J. Abdul Kalam made the following suggestion to NAAC when he spoke at the conclusion of NAAC’s decennial celebrations on November 5, 2004 at Bangalore.

“... For each criterion of evaluation (set down by NAAC) there is a college or a university whose practices are the best and would stand out as a symbol of” these practices. .. “This experience would lead to the evolution of a book of experience with the title “Great institutions of Higher Learning” (“Suggestions to NAAC” in the address by the honourable President)

Earlier in the address he identified the distinguishing mark of such institutions as that of capacity building for research, innovation, use of high technology, creativity in knowledge transfer and entrepreneurial and moral leadership. NAAC’s own criteria anticipate the President’s succinct observation.

The institutions presented here have distinguished themselves as performing colleges for learner development; enhancement of social access to higher education; nation building through extension programmes for community development; advancement of research; and promotion of collaboration with national and overseas agencies. They have been agents to reach a large body of youth in the country who are shaped in the most impressionable age to develop sensitivity to quality in intellectual attainment; to assume roles as responsible citizens and leaders to determine the destiny of the country; and to acquire a cultural identity and values, which bridge tradition and modernity. Most of them have made available to learners benefits of modern technology at moderate cost. Those who have passed out of them have provided effective leadership to the nation and the rest of the world in several spheres of activity besides constituting the largest body of enlightened workforce in the country. A few of their significant achievements are mentioned below.

Most of the institutions have widened access to higher education for the economically poor and the underprivileged. Located in rural and semi-urban areas, many of them have been rendering significant service by making available to the youth of these regions a wide range of curricular options. They are tailored to meet specific needs of employment as well as social development. A few of them have a comprehensive network of neighbourhood services by means of inputs for agricultural and farm development, empowerment of women and development of skills of leadership among rural youth. The range of course options was never perhaps so wide as now. They cover all avenues of development from child care to care of the aged, from rural development to science and technology, and from vocational interests to heritage preservation. Some of the institutions included in the volume offer hundreds of courses and course combinations.

Some of the women's colleges included here encourage one to believe that women have carved for themselves a niche and won an identity through education. Their vision to define the future of Indian womanhood as a dynamic and vibrant personality second to none in intellectual pursuit and social graces is revolutionary. The programmes designed by these colleges for empowering women and the outstanding achievements realized through them, are miraculous indeed. Women trained by these colleges have excelled in sports winning laurels in the international olympic competitions. They offer an incomparable array of courses which foster uniquely feminine competencies in art and design; and in culinary interests and performing arts. Women have risen to eminence also in marital arts and defence services. If the colleges could achieve these and more, the progress of women, and the goals of perfection they are confident to reach, may be unique in the world.

Many of the colleges are outstanding achievers in academics. Learner-centred pedagogy and ICT-oriented teaching-learning have given them the unique benefit of moving towards global parity in education. The demands and difficulties of one of the largest educational enterprises notwithstanding, they have

succeeded in making the common youth of today see the dawn of opportunity to excel the rest on equal terms. Such advancement of pedagogy has given some of these colleges the opportunity to excel in research. The quantum and quality of research are recognized for their worth. They have, therefore, promoted collaboration with some of the outstanding centres of higher learning in the world. This is one of the reasons for a large number of overseas students seeking their educational services. At least one college has been offering periodic study programmes on its campus to students of leading universities in the U.S. during the past 23 years. The awards and honours won for outstanding research, the large number of overseas fellowships enjoyed by their faculty and the consultancies they offer to agencies inland and abroad attest the truth that pedagogy and research are complementary. And these institutions are loud testimonies of it.

One of the unique achievements of some of the colleges is the institutionalisation of extension activities. While they continue to excel in service programmes which are sporadic, they have networked neighbourhood services and built a nexus between academics and extension. Such interfacing has internalized and institutionalized extension work in some colleges. Consequently, they have networked neighbourhood communities in order to bring about social transformation. One of the colleges runs a leprosy hospital, a Family Life Institute with a maternity centre, a rural development centre to offer training programmes for farmers, a school and a nursery for poor children and a dairy farm. These serve as bases of study and research in humanities, sciences and social work besides promoting mutual involvement of students and rural communities in social transformation.

Two systemic changes brought about in higher education recently, namely, academic autonomy and self-funded programmes have given many colleges benefits of academic and financial freedom. It has significantly contributed to their all round development. Their infrastructure and equipment are comparable to those of the best institutions in the nation in their state-of-the-art; their curricular reforms are comprehensive to include restructuring, updating and replacing courses of study; and their managerial strategies have become more democratic and participatory. The performance of some of the colleges included here in these areas is exemplary.

Equally significant are the services offered by some of these colleges to learners with special needs. Dyslexic students, visually impaired and otherwise challenged youth are offered special pedagogic assistance. One of the colleges has developed a highly specialized Braille Library which is the best of its kind in South-East Asia.

These models do not once for all lay down the ultimate standards of quality performance. They are pointers to greater goals and achievements which may keep changing. They may also have their success stories to share with others. Nevertheless, their importance as models lies in their roles, not as the light-houses to reach, but as vignettes that clarify the way to excellence. They are motivators to develop both perception and action among institutions of higher learning for performance that is globally valid and nationally authentic and practicable.

I thank the accredited colleges for their involvement and participation for assessment exercise and their significant contribution to the development of higher education. I also thank Rev. Dr. Francis Soundararaj, former Principal, Madras Christian College, Chennai, for his valuable inputs and editorial assistance. I would also like to thank Dr. Antony Stella, Adviser, and Mr. Ganesh Hegde Asst. Adviser, NAAC and his assistants for coordinating this publication.



V. S. Prasad

Director, NAAC

II. Assessment Reports of A⁺ Grade Colleges

I. A.S. College Khanna, Punjab

(Assessment Report for Institutional Accreditation)

Section-I: Preface

The A.S. College, Khanna, Punjab volunteered to be assessed by the National Assessment and Accreditation Council (NAAC) and submitted its Self-Study Report to the Council in October 2003. The NAAC constituted the Peer Team consisting of Professor V.S. Patel (former Vice-Chancellor, Sardar Patel University, Vallabh Vidyanagar, Gujarat) as the Chairperson; Dr. Kamal Singh, Professor, Dept. of Physics, Nagpur University, Nagpur, as Member Co-ordinator; Prof. Ashok Aima, Professor of Management Studies, University of Jammu, J & K and Dr. Suresh Sharma, Principal, Motilal Nehru College (Evening), Delhi, as Members to visit the college and validate its Self-Study Report. The Peer Team visited the college on February 25 and 26, 2004.

The college was established in 1946 by the Anglo-Sanskrit High School Khanna Trust and Management Society. It is a grant-in-aid institution affiliated to Punjab University. Its aim is to empower the educationally backward and disadvantaged, rural population, by imparting general liberal education (in languages, arts, science and technical subjects) with stress on the values of humanism, secularism and nationalism. It offers six UG programmes, namely, B.A., B.Com., B.Com. with e-commerce, B.Sc. (non-medical), B.Sc. (medical) and BCA; and PG programmes in M.Com., M.A. (political science, Punjabi, history). BCA and PGDCA are self-funded courses. The college also offers vocational courses in Foreign Trade Practices and Procedures and Computer Applications at the UG level. The college is recognized by the University Grants Commission (UGC) under Section 2(f) and 12(b).

The college owns a campus 24 acres in extent. There are 1419 students in UG and 190 in PG programmes. Most students are from the neighbourhood and very few are from outside the state. The unit cost of education in the year 2002-2003 was Rs. 15226.09 (including the salary component) and Rs. 4142.02 (excluding the salary component). The college follows the annual pattern.

The college has a total strength of 45 permanent teachers, 2 part-time teachers, 12 temporary teachers, 13 administrative staff, 18 technical staff and 19 support staff. It has a strong alumni association with a membership of over 1000 and quite a few of them occupy prominent positions in public life.

The Peer Team carefully analyzed the Self-Study Report of the college and went through all the relevant documents and also interacted with members of the Management and the Governing Board of the college, the Principal, the faculty, non-teaching staff, students, parents and alumni of the college. It

also visited the departments. The assessment made on the basis of the visit, and validation of claims made in the SSR, is reported below:

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The college follows the syllabus prescribed by the Punjab university. Teaching and learning is consistent with the goals and objectives of the institution. It offers a wide range of courses at both UG and PG levels. It offers B.A., B.Sc., B.Com., B.Com. (E-Commerce) and B.C.A undergraduate programmes and M.A. history, political science, Panjabi and M.Com. postgraduate programmes. The College also offers the self-funded postgraduate diploma in computer applications and three certificate courses in computer applications, foreign trade practices and procedures and introduction to computer science. In addition, a non-credit course on environmental education has been made mandatory. The college also prepares its students to hone their skills in spoken English and to appear for proficiency tests in the English language by arranging tutorials for IELTS and TOEFL examinations. Basic courses in German and French are offered as value-added courses through the non-formal system in order to enhance job opportunities. A crash course in the use of the Internet is also offered.

The college has introduced 'Introduction to Computer Science' as an additional optional subject for all undergraduate and postgraduate students. Students have a wide range of parallel elective options. Some teachers are on the academic bodies of the university. Within the framework of the curriculum prescribed by Punjab University, the college has developed modules to enrich the knowledge, skills and values of students. Teachers upgrade their knowledge and skills by regularly conducting, and participating in, seminars, conferences, workshops, and orientation and refresher courses.

The college has evolved an institutional mechanism to monitor the quality of different academic programmes through its various administrative/advisory committees. These committees design/recommend the change in academic programmes felt to be necessary on the basis of the feedback received from students, parents and industry. As a consequence, special value added programmes are formulated to enrich the knowledge and competence of students.

It is advisable to examine the course contents in both UG and PG programmes and to explore the possibility of introducing skill imparting modules in the curricula such as IT in M.Com., and Tally in B.Com. This can help students to make use of emerging job opportunities at local, national and international levels. The college may consider introducing agriculture bio-technology, information technology, microbiology and business administration in order to fulfil its the mission and objectives.

Criterion-II: Teaching - Learning and Evaluation

The college has a transparent admission procedure. Students are selected for admission strictly on their merit evident in performance in special entrance tests and interviews and in previous academic record or a combination of all of these. The college publishes its prospectus annually and it provides adequate information regarding admission procedures, available courses, fee structure and other information relevant to student needs. Curricular flexibility enables students to have course options. The college has adopted the healthy practice of preparing a teaching calendar in respective subjects well before the commencement of the academic session. A complete and exhaustive academic calendar is prepared in accordance with the university norms to ensure effective teaching. Classroom lectures are supplemented with display of models, audio-visual aids, charts, maps, field studies, tutorials, wall posters, question answer sessions and regular class tests. Students are also given home assignments, and are encouraged to participate in seminars, quizzes, workshops and debates. Periodic tests are part of the internal assessment of student performance. There is also provision for remedial teaching to the educationally disadvantaged students who belong to weaker sections of society. The college provides remedial coaching in English, political science, history, commerce, mathematics and zoology.

A separate cell exists to formulate new courses relevant to emerging needs and advancements in each discipline. Teachers develop course materials for such courses. The cell also assists teachers in preparing audio-visual aids. Special coaching is offered to brilliant and weak students. The Brilliant Students Club bestows special attention upon bright students. Providing scholar cards is another strategy to achieve the same purpose. A noteworthy feature of the academic programme of the college is the maintenance of daily work diaries by teachers and this helps them to plan their teaching programmes besides maintaining a record of lectures given. These daily diaries are reviewed by the respective Heads of Departments and the Principal every week. House examinations are held and continuous internal assessment is made in all the academic programmes offered by the college. These reinforce learning and skill development among students. The college provides additional study materials and other incentives to advanced learners in order to help them to achieve distinction in their respective subjects.

The Management selects teachers on the recommendations of Selection Committees, in accordance with the norms prescribed by the UGC, the university and the state government. Adequate number of teachers are appointed on *ad hoc* basis when teaching positions fall vacant.

The institution has an inbuilt mechanism to respond to suggestions, complaints and grievances of students regarding the teaching-learning processes and support facilities made available to them. Two faculty members have attended and presented papers in international seminars/conferences. 15 teachers have participated in national level seminars/workshops/conferences organized by the affiliating university,

and by other institutions. Documentary evidence shows that the college imparts extra teaching to slow learners, and this commitment of teachers to learner-development is commendable.

Criterion-III: Research, Consultancy and Extension

The total faculty strength is 59, 10 have Ph.D. degrees and 13 others have M.Phil. degrees. There are 12 temporary, and 2 part-time teachers. Teachers in the Departments of English, Political Science, History, Hindi, Punjabi, Economics, Biology and Chemistry have made many publications. One faculty member guides M.Phil. students. Many teachers have published books, articles, research papers, abstracts, etc. and have presented papers in various conferences. Two teachers have jointly translated 12 books from English to Punjabi. Faculty members provide regular consultancy services to other educational institutions. The Computer Department has developed software to computerize library services and office accounts. The college has developed in-house capability to develop subject-specific teaching aids on the basis of requests made by teachers.

Publication of research papers, articles, books and creative writing by faculty members is commendable. At least six members of the teaching faculty have been publishing regularly. The college has not publicized the expertise available for offering consultancy services. The Department of Computer Science has prepared software packages, which are also being used by 14 other institutions of the region including many business organizations.

The college actively promotes extension services responsive to community needs. Various extension and awareness programmes are being regularly conducted by the college against AIDS and female foeticide. Advocacy of hygiene, literacy campaigns, traffic management, pulse polio campaigns, blood donation camps, etc are among the helpful services to community. The college has collaborated with various government and non-government agencies to undertake these programmes. The faculty have been given additional charge of organizing various extension services under NSS, N.C.C, Youth Welfare Club, Red Cross, Green Brigade Units and the Alumni Association. All these outreach activities are planned and carried out under the overall supervision of the Director of Extension services. The college works and plans extension activities in collaboration with NGO's like Lion's Club, Rotary Club, Village Panchayat, Municipal Committee, Health Department, Social Welfare Department and the Sports Clubs.

Needs of victims of natural calamities and other crises in the country are promptly met. At the time of calamities like the earthquake in Maharashtra and Gujarat, the cyclone in Orissa, floods in Panjab and the railway accident near Khanna and the Kargil War, students received the goodwill and appreciation of people by raising substantial funds and other material aids for the victims. For these exemplary social services, the Hon'ble Governor of the Panjab honoured the college with a medal and a certificate. The Green Brigade has planted a large number of trees in and around the college campus.

Some staff members have received state level awards for their social services. The college may extend its area-wise out-reach programmes to give it a larger cover for solving problems of the community on a larger scale.

Criterion-IV: Infrastructure and Learning Resources

The college has a vast campus spread over 24 acres of land with adequate infrastructure facilities and resources for various educational programmes, administrative functions and extension services effectively. In addition to this, it has fully equipped laboratories, a biology museum, a botanical garden, the Career Guidance Centre, the audio-visual room, auditorium, gymnasium, two seminar rooms and an improvised open air theatre, generator sets, a bank counter and a post office. During the last 3 years a sum of Rs. 12, 37,887/- has been spent on maintenance work. The gardens of the college are well maintained. A vermiculture and vermicompost plant was set up recently. The college Management monitors and plans the future growth of the institution commensurate with the increasing number of students and the ever-evolving education pattern. A commendable feature of the institution is the optimal use of existing infrastructure. The college has the Study Centre of Indira Gandhi National Open University which offers 19 academic programmes. The Punjab University has created the Regional Centre for the conduct of examinations and central evaluation camps on the campus.

The college has a fully computerized central library managed by the Library Advisory Committee. It has 41,032 books, 112 magazines and 99 journals/periodicals. The library is linked with the Punjab University Library and the British Library, Chandigarh. In the year 2001-2002 about 500 books and periodicals were added to the library. It is equipped with reprography, computers, and a good collection of audio-video cassettes and CDs on the emerging issues relevant to subjects. The library has a well-furnished reading room to seat about 100 readers. It is also equipped with internet services and remains open for 294 days in a year. It remains open for 8 hours a day through the working week. Most of the library services have been computerized. The library has the inter-library borrowing facility. Separate reading space for faculty and women students is available with a well-equipped audio-visual room. A reprography unit in the library is an additional facility.

The college has a computer centre with 49 computers, and it is kept open for 8 hours a day, 6 days a week during working days. It is also kept open on Sundays and holidays on demand. Five departments have installed computers. Computers are maintained by in-house faculty.

The college has a First Aid facility for students and employees. It has created a contributory Staff Welfare Corpus Fund. All students are covered under the Group Insurance Scheme. There is a cooperative society which provides loans to the teaching and non-teaching staff. Non-teaching staff are offered residence.

The college has adequate infrastructure facilities for sports and games. It has a gymnasium with indoor badminton court, table tennis facility, equipment for gymnastics; football, hockey, cricket, volleyball, basketball, khokho, and kabaddi grounds; a boxing-cum-wrestling ring and a sports stadium. The college provides free sports kits, shoes, sports equipment. It also offers other incentives such as freeships, special prizes, cash awards, etc. to players. Some players have participated and won positions in national, regional and state level competitions, particularly in boxing and marathon competitions, which need special mention. It is imperative to note that staff and students in rural areas need skills to meet challenges of the present day job market. It is desirable to offer computer training, personal counselling services, career counselling, coaching for competitive examinations to rural students. The Book Bank facility needs up-gradation with regular annual addition of titles.

Criterion-V: Student Support and Progression

The college admits students to different academic courses on the basis of their merit. It publishes its prospectus at the beginning of each academic session, which contains information regarding admission procedures, fee structure, financial aid programmes and also rules and regulations of the college, academic calendar, details of curricula, library and support services, regulations regarding house tests and university examinations, evaluation methods, internal assessment, etc. The dropout rate is moderate while the success rate is about 95 per cent, which is commendable. The college consistently acquires top positions in university examinations.

Students are given scholarships like the National Merit Scholarship and Open Merit Scholarship under various schemes of the government and freeships to economically backward students. The Alumni Association of the college runs a book bank, regularly honours brilliant students, and pays stipends to poor and deserving students. The college also gives financial aid to high achievers and outstanding sports persons. It also provides necessary academic training in co-curricular activities.

The college encourages students by providing a large number of physical and infrastructure facilities to participate in sports and games. It also has facilities for indoor and outdoor games. Qualified coaches impart training in several sports and financial help is also given to sports persons. The NSS and NCC units of the college have undertaken a large number of community services along with training students in discipline and combat practices. Many students appear for competitive examinations and necessary books are made available in the library for the purpose. Many have benefited from this facility.

The college has a regular Placement Cell headed by a Placement Officer, who makes efforts to secure placements through company interviews and brochures highlighting student profiles. The college has the Career Guidance Centre housed in a separate building which was donated by the Alumni Association. A special cell headed by a senior teacher has been created to prevent sexual harassment of women in

the college. The Alumni Association of the college is vibrant and active by regularly helping the college in improving its infrastructure facilities. The Alumni Association has mobilized about Rs. 12,00,000/- for such work. A strong liaison between the alumni and the college will help the college by generating funds, placement and training opportunities for students. Among the alumni are outstanding educators, officers, political dignitaries, statesman and social workers.

Criterion-VI: Organisation and Management

The college has a well-defined Management structure with the Managing Committee of the college as the apex body. The coordination and monitoring mechanism is controlled by a large number of committees of teachers, which look after various functions of administration. Prominent among these committees are the Advisory Council, the Library Committee, the Building Committee, the Canteen Committee, the Discipline Committee, the Student Welfare Committee, etc. Various academic activities are planned and coordinated under the overall supervision of the Principal. The practice of self-appraisal of teachers exists and information on teachers' performance is also obtained through a self-appraisal proforma. The non-teaching staff work under the direct supervision of the Principal and the college has been able to discharge its duties effectively. Different committees of staff-members help the institute to work with total involvement. Besides, certain academic and administrative powers are delegated to all the departmental heads. Periodic meetings of the Principal with HODs are convened to take stock of the overall situation.

The college Management reviews teacher performance through the Annual Confidential Reports. The efficiency of the non-teaching staff is also assessed at regular intervals. The Principal directly deals with the redressal of grievances of both the teaching and non-teaching staff. Students have easy access to teachers and to the Principal for redressing of their day-to-day problems. A suggestion box is placed for obtaining opinions of the college community.

Various welfare measures are offered to students, such as the Book Bank, medical checkup and medical insurance. Welfare schemes like medical insurance, P.F. loan, employees' co-operative credit society loans and Group Insurance are available to both teaching and non-teaching staff.

The accounts of the college are well maintained and are audited regularly by internal and external auditors.

Criterion-VII: Healthy Practices

The Peer Team has identified a few unique features about the college which have enhanced the academic ambience of the institution. They are as follow:

- A built-in system of ensuring internal quality checks in all administrative and academic activities.
- Cordial atmosphere exists in the college which reflects collective synergy and spirit of team work.
- Some teachers of the college donate regularly to infrastructure development and they also give financial assistance to students in need of help..
- Extensive use is made of audio-visual teaching aids and teachers are helped to prepare them.
- Student work is continuously, evaluated for internal assessment.
- Alumni actively support infrastructure development and student services.
- A.S. College Khanna has been listed by the UGC as a “College with Potential for Excellence.”
- A cell headed by a senior woman teacher deals with problems of sexual harassment of women.
- Absence of student unrest helps to maintain harmony among the members of the college community.
- Career and personal counselling is offered by the Personality Development Centre.

Section-3: Overall Analysis

The Peer Team, after going through the Self-Study Report and on the basis of its review made of various academic and physical facilities, finds that the college has been able to make significant progress. It functions in accordance with the aims and objectives laid down by the Society. A healthy relationship prevails among various functionaries of the college. The Peer Team commends the following features of the college.

- Encouragement and support given by the Management to the institution for its effective functioning.
- The effective leadership of the Principal and the dedication and commitment of both teaching and non-teaching staff to the development of the institution.
- Strategic planning for the future growth and development of the institution.
- Regularity in keeping daily lecture records and maintaining daily diaries of instruction given by teachers.
- It carries out a large number of co-curricular and extra-curricular activities.

- The college has a strong community network and is actively engaged in various out-reach activities.
- The recent initiatives of the college in setting up a vermiculture and vermicompost plant is intended to educate local farmers to use organic manure instead of chemical fertilizers.

The Peer Team suggests the following to the institution for its growth and development.

- In view of the economic backwardness of the people of the surrounding area, the college may consider the introduction of a larger number of market-friendly, short and long-term job-oriented courses.
- The college may provide the facility of a language laboratory to develop communication skills of students.
- More job-oriented courses may be introduced by making optimal utilization of existing resources and by providing additional infrastructure wherever necessary.
- The college may consider the introduction of a few relatively longer duration job oriented self-funded courses and PG courses.
- More MoUs with industry and other institutions of GOs and NGOs may be arranged.
- The Management, administration and the faculty may pay more attention to research and consultancy. A research advisory committee may be constituted to promote research.
- All categories of students may have access to computers.
- Faculty and student personality development programmes may be organized at regular intervals.
- The college may provide more hostels to accommodate a larger number of resident students.
- Coaching classes may be arranged for students to take various competitive examinations.
- The Grievance Redressal Cell has to be activated better with representation from all the constituencies of the college.

The Peer Team thanks the college for the cooperation extended to them for the conduct of the visit and wishes the college all the best in its future endeavours.

2. Auxilium College, Gandhi Nagar Vellore, Tamil Nadu (Assessment Report for Institutional Accreditation)

Section-I: Preface

Auxilium College, is the first women's college founded in 1954 in the then North Arcot District of Tamil Nadu and was affiliated to the University of Madras (It is now affiliated to Thiruvalluvar University since 2003-2004, when the latter was formed). It is located in a very backward rural area and most of its students belong to middle and poor class families. It has a well laid-out and well-maintained campus spread over an area of 80 acres. It is a Christian minority institution, established and administered by the Daughters of Mary Help of Christians, commonly known as the Salesian Sisters of Don Bosco, which belongs to the Roman Catholic Church. It is primarily meant for the higher education of Catholics, but members of other communities are also admitted without discrimination of caste or creed or religion and their right of conscience is protected. The college is committed to serve "the economically marginalized, socially discriminated and less privileged sections of the society." The mission of the college is: "To produce, in Salesian atmosphere, intellectually enlightened, spiritually inspired, emotionally balanced, morally upright, socially committed, accomplished – in a word – integrally formed young women who will be agents of social transformation in today's India". The motto of the college is "Knowledge and Virtue" – knowledge for achieving academic excellence and virtue for promoting responsible and active citizenship. The college is under grant-in-aid and the undergraduate programme offered during the day session is subsidized by the state. All the courses in the evening are self-funded. The college is recognized under 2f of the University Grants Commission Act.

The college which began with a two year intermediate course (10+2) in 1954 became a full fledged degree college in 1957. It is a premier institution of higher education with nearly two thousand students, hundred teaching, seventy-five non-teaching and support staff on rolls. The college started many courses in the evening both at undergraduate and postgraduate levels in response to the demand for them. It has also started skill-oriented courses which are managed by the Auxilium Ladies Institute of Vocational Education – ALIVE. The college offers courses in arts, commerce and science at the UG level during the day session; and both undergraduate and postgraduate courses in the evening session. The Day Session works from 8.15 a.m. to 2.00 p.m. and evening session from 1:30 p.m. to 6.15 p.m. The day and evening sessions of the college put together offer 14 undergraduate and 5 postgraduate courses.

Auxilium College submitted its Self Study Report (SSR) in May 2003 and volunteered for assessment and accreditation by the National Assessment and Accreditation Council (NAAC), Bangalore. The Peer

Team was constituted by the Council with Prof. V. Ramakistayya, former Vice-Chancellor of Osmania University, Hyderabad, as Chairman; Prof. T. Siddaiah, Registrar, Sri Venkateswara University, Tirupathi; and Prof. C.A. Narayana Panicker, Principal (Retired), Palakkad, Kerala as Members. Sri B.S. Madhukar, Deputy Adviser, NAAC, coordinated the Peer Team visit. It visited the college between September 3 and 5, 2003. It visited all the departments, reviewed facilities and interacted with the Management, the Principal, the Steering Committee, the faculty, present students, alumnae, parents and support staff in order to validate claims made in the SSR. The following criterion-wise report is based on the interaction mentioned above and the documents furnished to the Peer Team.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The college offers a variety of undergraduate and postgraduate programmes to achieve its mission. B.A. (history), B.A. (English), B.Sc. (mathematics), B.Sc. (chemistry), B.Sc. (zoology), and B.Com. are offered in the day session. B.Sc. (physics), B.Sc. (biochemistry), B.Sc. (computer Science), B.Sc. (microbiology), B.Sc. (physical education, health education and sports), B.Com, Bachelor of Business Administration, Bachelor of Computer Applications, M.A. (English), M.Sc. (mathematics), M.Sc. (computer science), M.Sc. (bio-informatics) and M.Com are offered in the evening session. In addition, the college offers the following vocational courses of contemporary importance under its programme, ALIVE (Auxilium Ladies' Institute of Vocational education). They are Travel and Tourism Management, Tourism and Hotel Management, Tourism and Airlines Management, Tourism and Travel Agency Management, Office Management and Secretaryship, Marketing Management, Import/Export Management, Fashion Designing and Management, Interior Designing, Visual Communication, Creative Advertisement, Mass Communication and Journalism, Medical Laboratory Techniques, Household Management and Cookery, Still Photography, Tailoring, Front Office Management, Air-Ticketing Management, Cosmetology, Spoken English and Spoken German, MS DOS, MS Office, C Programming, C++ Programming and Oracle Developer 2000. Most of the programmes offered particularly in the evening session are career oriented. Being an affiliated college, it has limited curricular flexibility with reference to time frame, horizontal mobility and optional courses. However, students are encouraged to study job-oriented vocational courses simultaneously with the major subjects, which is a welcome feature.

The college has an inbuilt system of getting feedback from academic peers and employers on teaching programmes. It invites guest lecturers from the university, other colleges, industry and the public sector. The college utilizes this opportunity to get their feedback on curricular aspects and this is commendable. It has taken initiative to introduce approved new programmes in advance, subject to formal clearance by the university. The college has also established a network with neighboring institutions, particularly for

programmes like B.Com., B.B.A, B.Sc. (microbiology), B.Sc. (chemistry), B.Sc. (biochemistry), B.Sc. (zoology), B.A. (history) and M.Sc. (bio-informatics), which is another good practice.

Some of its faculty who are on the Boards of Studies of the university have contributed to the curriculum design of some courses of the university. But given the curriculum design, the college follows interdisciplinary/multidisciplinary approaches under 'majors' and 'allied subjects.' The Peer Team recommends the introduction of more postgraduate programmes in many other disciplines as well so that students can have vertical mobility in the same institution.

Criterion-II: Teaching - Learning and Evaluation

The college has a transparent admission process. Students are admitted to various courses through entrance tests, interviews and past academic record. However, as the college is government aided, admission of students is governed by the government policy of reservation of seats for different categories of socially discriminated students. Student performance is assessed with periodical tests. The college supports the educationally disadvantaged students by conducting remedial courses for them. Advanced learners are encouraged to arrange as well as participate in seminars, competitive events, etc.,

Teachers make teaching plans both for theory and practicals. The syllabus is unitized and teaching is continuously monitored. The lecture method of teaching is supplemented by assignments, group discussions, interviews, quiz, field visits, etc. All the contemporary pedagogical tools are used in the class room. The college has also media facility to prepare audio-visuals and other teaching aids. All these are commendable. The college worked classes for 186 days last year, with 99% of teachers being full-time teachers. The non-teaching staff form about 30% of the total staff (both teaching and non teaching) of the college.

The college follows the continuous and cumulative assessment methods, details of which are communicated to all students. It has a system of monitoring the overall performance of students in order to ensure the achievement of the course objective. The overall pass percentage was more than 75 in the last two batches that appeared for university exams. The Departments of Computer Science and Business Administration have recorded cent per cent passes. Considering the handicap of a majority of students, who are from rural background, the examination results are commendable.

Teaching vacancies are widely notified in dailies and selection is made on the basis of academic record, experience and performance in the interviews conducted by the Selection Committee. At present the college has the faculty strength of 97 which includes those who are on *ad hoc* appointment. During the last two years, it has appointed teachers educated in other institutions. The college has the freedom and resources to appoint and pay temporary and additional staff. All teachers are according to norms prescribed by the UGC and the university. They are well motivated. Many of them have been updating

their knowledge by attending seminars, refresher courses. The college has also organized many seminars for faculty development.

It has a transparent system of evaluating teacher performance in teaching, research, and extension. Teachers are also invited to use the feedback given by students, peers, parents as well as the Management. Being an institution run by the Catholic Mission, it has the advantage of collaborating with many national and international organizations, which are involved in education and extension. This has helped students to enrich their knowledge and to be get exposed to real life experience.

The college has a Salesian atmosphere in which to nurture leaders in discipline and values. The academic environment on the campus fosters self-discipline and commitment to a cause. The education offered is holistic in purpose and aims at total development of the individual. The atmosphere on the campus promotes quality of life and commitment to higher values. The value based education system of the college is exemplary and it can be a role model particularly in these days of erosion of values.

Criterion-III: Research, Consultancy and Extension

The college has research potential and it promotes research by encouraging, motivating and supporting teachers to undertake research activities. As many as 35 teachers have research degrees and most others have also registered for them. The Departments of Tamil, Hindi, History, English, Zoology and Chemistry have teachers with Ph.D. degrees. Some teachers have also published research papers in journals of national repute. As a degree college, it has put in its optimal effort into research although the quantum is small. Though the college has not established any formal consultancy cell, some of teachers offer honorary consultancy service. The college may establish a consultancy cell to promote consultancy services. Faculty may be advised to apply for research projects and to pursue research more intensively. They may also be encouraged to acquire research degrees if they have not done so.

The college is very well known for its extension activities. Being a service oriented institution, it has adopted some villages in its neighbourhood and rendered significant service for their development. Staff and students also participate in government community development programmes. The extension activities taken up by the college include social work, health and hygiene awareness campaigns, medical camps, adult education and literacy programmes, blood donation camps, AIDS and environment awareness drives, media education, family life education, national and local emergency relief work, women empowerment, entrepreneurial development programmes, pro-life awareness, personality development and leadership training. The college has some outreach activities. All of them are well planned. Students and staff are encouraged to participate in them through incentives and rewards including issue of certificates. The very system of education which is followed by the college is an inbuilt extension programme. Therefore staff and students voluntarily take up those activities without any pressure from any quarter.

Criterion-IV: Infrastructure and Learning Resources

At present the institution has sufficient infrastructure facility. It has been periodically enhancing the available facility with new constructions and additions. This is done with 'the resources of the Management, the Salesian Sisters Society and benefactors. Daily cleaning, annual maintenance, periodic repairs, etc. are done regularly. Optimum utilization of the infrastructure is ensured by conducting day and evening colleges in two shifts, and short-term diploma and certificate courses run by the Auxilium Ladies Institute of Vocational Education (ALIVE). The premises are occupied most of the time. The college encourages the use of its academic facility by external agencies like the Rural Society For the Advancement of Chemistry (RUSAC), the District Industrial Center (DIC) etc. The college keeps the campus beautiful and pollution free through awareness programmes, constant monitoring and by utilizing the services of the college workforce.

The library is accommodated in a separate block and has around 54,250 books and an adequate number of journals. The computerized library also provides reprography and internet facilities. It is open from 8 a.m. to 6.30 p.m. on all working days and from 8 a.m. to 4 a.m. on Saturdays. It has an advisory committee consisting of the Superior, the Secretary, the Principal, the Vice Principal, the Librarian, Academic Deans and student representatives. There is open access to all library services. The Book Bank facility is also available to students who cannot afford to buy text books.

A central computer facility with 78 computers and accessories, is also available to students and faculty. The institution has an annual maintenance contract with "Wipro" for the maintenance of computers. The computer facility is open from 9 a.m. to 6.30 p.m. on all days except Sunday. Medical facility is made available in case of emergency with the help of doctors in the vicinity. Annual general medical check up for every first year student and maintenance of health records are ensured.

Play grounds and courts for playing different out-door games, an indoor stadium with an area of 12,000 sq ft, equipment for playing carrom, chess, table tennis etc are available. Outstanding sportspersons are given incentives in the form of certificates, medals, awards and scholarships. Many have won such awards. The college provides separate hostels for day college, evening college and postgraduate students. Furnished accommodation is given to around 750 students. A bank extension counter, an auditorium, a canteen and an open stage are the other facilities available.

Criterion-V: Student Support and Progression

In both the day and the evening colleges the percentage of students appearing for qualifying examinations after the required minimum period of study is respectively 94% and 98%. The drop-out rate is 6% and 2% respectively. Progression to employment and further study is 75% which is good. Many of the alumnae occupy prominent positions. The college collects feed back from UG and PG students

and it is used for planning at different levels. The college regularly publishes an updated prospectus every year. It provides merit scholarships and student aid funds in addition to those obtained from the central and the state governments and other agencies.

The college employment cell works under the Placement Officer and it provides placements. The alumnae association has around 9,118 members. Alumnae visit their *alma mater* twice a year. They take up extension activities also. The policies and criteria of admission are made clear to prospective students through the college prospectus, the inquiry cell and college information boards. Single window admission, socio-cultural activities, welfare programmes, obtaining police clearance and residential facility are the support services offered to overseas students. More efforts may be made to attract overseas students. The college also provides recreation and leisure time facilities like games, club activities, indoor games and film shows. In addition to all the above there is a “Tutor-Ward System” to monitor student attendance and academic performance. Arrangements are made for personal guidance and counselling by qualified persons. The Peer Team would like to record their appreciation of this facility.

Criterion-VI: Organisation and Management

The college has an efficient internal coordinating and monitoring mechanism. This includes the Board of Management, the Superior, the Secretary, the Principal, the Office Manager, and the Bursar. The Principal is assisted by the Vice Principal, Heads of Departments, academic Dean and various faculties. The Office Manager is assisted by the Office Superintendent, the Bursar and supporting staff. The Management decides policies and makes appointments. The Principal looks after academic activities while the Office Manager does the administrative work. Various committees are there to look after different activities of the college. There are two Vice Principals, one for the Day College and one for the Evening College. The college has an in-built mechanism to enable the office manager check the work efficiency of non-teaching staff.

The college has an internal audit mechanism. The surplus funds of the evening college are used to compensate the budget deficit of the Day College. The Management provides additional staff whenever need arises. They are given provident fund benefits. Scholarships and fee concessions are also given to deserving students. In addition to all the above, the 25th year of meritorious service of each and every staff member is celebrated and mementos presented.

Criterion-VII: Healthy Practices

The college incorporates the latest managerial concepts like strategic planning, teamwork, participatory decision-making and computerization. It has a definite mechanism for internal quality checks like periodic assessment of lesson plan, feed back from students, work diary and year plan. Limited national/international tie-ups have been developed for training and research. Regular academic programmes are supplemented

by a number of self-funded courses at both the UG and the PG levels. Job-oriented courses, spoken English classes; business English classes, etc. are offered under the non-formal mode. Computer classes are also offered to both staff and students. The Peer Team appreciates these efforts.

The college inculcates civic responsibility among students through extension activities. Different organizations like NSS, Youth Red Cross, AICUF, Women's cell, etc take part in them. At the beginning of each academic year a personality development programme is conducted for students. At the end of the year an evaluation is also made. Most of the students are members of various organizations like NSS; AICUF; VIDES; Rangers and the Women's cell. They conduct workshops, seminars, literacy drives, and awareness exercises. The work of these bodies is well appreciated by the Peer Team. An efficient Tutor-Ward System exists, in which around 30 students are put under a faculty member for academic and personal counselling. Training in "Karate" is offered to improve self-confidence self esteem and self-defence. A bridge course in English is organized for all fresh candidates. Orientation and motivation programmes are held at the beginning of the academic year. The college has a unique system of peer teaching wherein advanced learners help the academically disadvantaged students. This system is a permanent feature of the institution and is carried out with the total cooperation and willingness of both students and teachers.

The day begins with prayer and a helpful morning thought and ends with a good evening thought. A value is chosen each month to help in personal growth and development. Every teacher is honoured with a gold ring presented by Management and gifts presented by staff and students on completion on 25 years of service. This is done as part of the College Day Celebration. An efficient counselling cell comprising faculty members offers personal counselling to students. Students are also referred to professional counsellors in special cases. Value education helps students to face challenges in life. All the above have paved the way for sustaining a cordial atmosphere on the campus.

Section-3: Overall Analysis

Auxilium College has been rendering dedicated service to the cause of higher education in one of the most backward regions of Tamil Nadu during the past years. It came into existence at a time when the then North Arcot district of the state did not have any higher education facility for women. The unique feature of this college is that during the past fifty years it has empowered women students from the most disadvantaged and economically and socially marginalized sections of the society by giving them access to higher education. This institution believes in the all round development of student personality. In the course of its interaction with parents and the alumnae the Peer Team was happy to find that most of the women joining the college were first generation learners with poor academic background and that they left the institution with a sense of self confidence and fulfilment. This is because the college apart from giving its students sound education, also imparts human and moral values, such as self respect, human

dignity, discipline and hard work. The Peer Team noticed the utmost sincerity, commitment and dedication of every constituent of the institution, the Management, the Principal, staff and students to work and development.

The college has succeeded in creating an excellent infrastructure and support facilities through the years, for the benefit and enrichment of its students. Well maintained class rooms, library, computer centre, science laboratories, play grounds, auditorium, indoor stadium and hostels are put to optimum use.

Academic inputs and various co-curricular and extra curricular activities have enabled students to perform well in university examinations, sports and games and community oriented extension activities. Students have enriched themselves and the institution with their accomplishments.

The college offers significant service to students of rural areas by providing residence to about 750 of them and the inmates of these hostels have an opportunity to learn the importance of self help, mutual respect for each other and mutual co-operation for harmonious living.

Though Auxilium College is a Catholic Christian minority institution, the Peer Team is happy to know that all sections of society are encouraged to grow together in their respective fields, during the period of their study in the college.

In spite of many limitations under which affiliated private colleges function, this college has succeeded in starting many skill and job-oriented courses both at undergraduate and postgraduate levels. It has started postgraduate courses in emerging areas like bio-informatics and computer science.

It is well known that 'excellence' is a continuous process and every forward-looking institution knows that the moment it reaches certain targets in its journey towards excellence, new challenges and targets emerge due to changes in various fields of human activity. Keeping this in mind, the Peer team while appreciating the excellent service rendered by Auxilium College to the cause of women's education in and around Katpadi and Vellore, would like to draw the attention of the institution to the following areas of concern:

- Teachers may be encouraged to obtain research degrees. The college may draw a time-bound programme to see that all the younger members of the teaching staff complete their research degrees. Senior members may be encouraged to obtain Minor/Major research projects funded by the University Grants Commission.
- The Career Guidance and Placement Cell needs to be strengthened. Information regarding job opportunities at regional, state and national levels—in both government and private sectors—may be collected and made available to students. Lectures by officials working in banks, insurance companies, railways, the Public Service Commission and other recruitment agencies may be arranged.

The Management may also discuss the possibility of establishing a competitive examination coaching centre for preparing interested students for various competitive examinations.

Students may also be encouraged to become 'job-makers' through self employment. For this purpose the college may contact different agencies to enlighten students about the financial and other support available with government and other agencies.

- The college has a large number of Tamil medium students pursuing degree courses in the English medium. The Peer Team is happy to know that teachers are helping these students by various methods to cope with the change in the medium of instruction. However, it would be a good addition if the college could install a language laboratory for the purpose.
- The Auxilium Ladies' Institute of Vocational Education (ALIVE) has useful programmes for training girls in various skills. At present the number of students joining these certificate/diploma courses is limited. The Peer Team hopes that in future ALIVE may attract a larger number of women to these skill and job oriented courses that can benefit many women in the neighbourhood.
- The Peer Team interacted with the Physical Directress, teachers and students of B.Sc. (Physical Education) and was impressed with their performance in various field events. A suggestion was made for starting the B.P.Ed. degree course in Auxilium College. The Peer Team is of the opinion that this suggestion is worth examining by the Management.
- At present the college offers five postgraduate programmes. A new PG course in electronic media and another in tourism and travel management in the faculty of arts at the undergraduate level, namely, B.A. (Tourism and Travel Management), are under the active consideration of the Board of Management. In the course of its interaction with parents, alumnae, present students and members of the College Council, suggestions were received for starting PG courses in areas like chemistry, physics, microbiology, biochemistry, etc. The Peer Team is of the opinion that before going in for these new PG courses, the existing five PG courses and the newly proposed courses in electronic media and tourism and travel management need to be consolidated and strengthened.

The Peer Team is happy to learn that the College has recently inaugurated its Golden Jubilee Celebrations. It can take pride in what it has already achieved. The college may seek autonomy at this opportune moment of its development in order to introduce innovation and curricular reform on a more comprehensive scale.

The Peer Team deeply appreciates the co-operation and courtesy extended to them by the Management, the Principal, teachers, students and non-teaching staff during their visit to the institution.

3. BBK DAV College for Women Amritsar, Punjab (Assessment Report for Institutional Accreditation)

Section-I: Preface

The BBK DAV College For Women is one of the 69 colleges and professional institutions under the overall management of the DAV College Management Committee. Inspired by the vision of Swami Dayanand Ji “lead me from darkness to light” the college is committed to the empowerment of women through learning beyond education in futuristic vision. Founded in 1967, the college was renamed BBK DAV COLLEGE FOR WOMEN in 1979. From its modest beginning with two small rooms and with fewer than 200 students in 1967 the college now has grown to educate 3600 students in many innovative and skill forming higher educational streams, in a well laid out campus of 11.34 acres acquired in several stages. It provides unique physical and academic facilities and state of the art technology and infrastructure to students which include a large auditorium, modern computer labs, seminar hall, fully computerized library, guest house, design and technology complex, heritage centre, well laid playgrounds, transportation services, audio-visual production facilities, jewellery design workshop, interior design workshop, textile laboratory, home science laboratory, music and dance rooms, hostel, faculty rooms and open air theatre. The college celebrated its Silver Jubilee in 1992, with commendable attainments in academic, sports and extension services, having given to the world 10 international players, a large number of top ranking scholars, and internationally renowned artistes. The faculty have made many significant publications. The college was associated with World Council of Curriculum and Instruction (WCCI), Cincinnati, United States of America early in 1986, and the WCCI Chapter was established in the college in 1987. In 1995 it organized the World Conference with over 300 delegates from all over the globe.

The college is a premier institution with a sound work-ethic, dedication and reputation for value based quality education to women and it functions in the sensitive north western international border of India. It has collaborated with the National Institute of Educational Planning and Administration (NIEPA), and organized many visits by educational experts during 1995-2003. The college had a record of 400 sports-women of national rank in the last five years; 10 top positions, 11 second positions and 88 other ranks of the Guru Nanak Dev University were obtained by students of the college in 2003-4. And the college is in the forefront of matters of national concern like fund raising for Gujarat earthquake victims, having contributed Rs. 1.49 lakhs to their aid. In scholarship, arts and national service the college has earned a reputation for itself.

The college is affiliated to the Guru Nanak Dev University. It volunteered to be assessed by the National Assessment and Accreditation Council (NAAC), Bangalore and submitted its Self Study Report in December 2003. NAAC constituted the Peer Team to visit the college and to validate the Self-Study Report. The Team consisted of Dr. Vedagiri Shanmugasundaram, former Vice Chancellor, Manonmaniam Sundaranar University, Tirunelveli, as Chairman; Dr. B.P. Kamboj, former Secretary, Lalit Kala Akademi, New Delhi and Dr. N. Usha Rani, Professor and Director, Audio Visual Resource Centre, University of Mysore as Member; and Professor Dr Mrs K.K. Tandon, former Deputy Director, Department of Higher Education, Government of Haryana as Member-Coordinator.

The Peer Team visited the college between March 11 and 13, 2004 and interacted with all the departments, the Principal, members of the Governing Body, the faculty, students, administrative staff, parents and alumni. It reviewed facilities available on the campus. The report presented below is the outcome of such an exercise.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

BBK DAV College for Women is a multi faculty college affiliated to Guru Nanak Dev (GND) University, Amritsar. The College offers a wide range of subjects in arts, science and commerce faculties at both the undergraduate and the postgraduate levels. It offers 19 programmes: 09 UG programmes including 7 in vocational subjects, 3 PG degree courses in finance, fine arts, computer science, and commerce and 2 PG diplomas in computer applications and dress designing. It also offers 4-year integrated degree courses in Bachelor in Design and Bachelor in Multimedia Applications. In 2002 the college was designated an affiliated “Institute of Distance Learning Programme of Guru Nanak Dev University “ and thus offers M.A. in English and 2 PG diplomas in computer application; and journalism and mass communication. Within the framework of the regulation of the state government, and also to meet the changing requirements of the job market, the college has initiated ten self-funded courses, five in vocational subjects and one as an elective subject. Although the college started with the arts stream in 1967 it has introduced several vocational subjects/courses in other areas as well in order to empower women in the competitive world. It is a pioneer in North India to introduce fashion designing and garment, construction, gemmology and jewellery design under the UGC Vocational Scheme.

The college follows the syllabi of the UG programmes as designed by the university. However many teachers who are members of Boards of Studies and other academic bodies of the GND University, play an active role in the formulation or revision of syllabi in subjects like home science, English, computer science, fine arts, mass communication, etc. Teachers of the Departments of Commerce and Psychology

have been members of the committees which ensure uniformity of syllabi of various universities of the Punjab and of updating syllabi according to UGC guidelines.

The college not only motivates students to achieve academic excellence but also aims at overall personality development through value-based education, daily morning prayer and *Havan* to inculcate moral and spiritual values among students. The skill-oriented courses offered within the framework of the syllabus designed by the university are multi-disciplinary. The courses introduced match the goals of the college and they aim at equipping students to meet regional, national and global requirements. Special efforts are made to develop analytical ability through participation in workshops, competitions, debates and declamation, curricular and extra-curricular activities, sports and games, etc. in which students have obtained state, national and international awards and recognition. The career-oriented courses initiated by the college are commendable.

Criterion-II: Teaching - Learning and Evaluation

Students are admitted on the basis of past academic record, special entrance tests, interviews or a combination of these three depending on the course to which admission is sought. After admission students are assessed through class tests, skill-tests, written assignments and project work. Special assistance is given to weak students in their free periods and on holidays. Sports person are given special training by expert coaches in several areas, besides financial support for participating in university, state and national level meets. Advanced learners are given special concessions and additional facilities; committees of teachers give support to them and monitor their progress. All the bright students are members of the 'Scholars' Club'. They are provided free seats in the hostel in case they do not have adequate facilities at home; free meals are also provided. Merit certificates, prizes, cash awards and appreciation certificates are awarded to those in the top three positions on the basis of class tests, and to about 700 other bright students every year at the annual function. Students may be encouraged to participate in the Maths Olympiad, Chemiad and other such competitive examinations. Advanced learners may be given an opportunity to develop their latent talents in creative writing, presentation and research.

Syllabi are unitized before the commencement of the academic session at the department level on a term-wise basis even under the annual system of examinations. Teachers maintain a diary where they note down the units of the syllabus to be covered on a regular and organized basis and other teaching activities. The Head of the Department periodically reviews the progress regarding completion of the syllabus. Besides the conventional lecture method, there is interactive learning through field work, group discussions, seminars, presentations, workshops, street plays, audio-visual methods, industrial visits, periodic assignments, educational trips and study tours, field work, quizz competitions and exhibitions. Guest faculties are invited to share their expertise and to provide practical skills to students. Students

are assigned real-life projects in order to enable them to have first hand experience of professional work. This enables students to match the knowledge acquired through books with real life experience. The college provides facilities to teachers to prepare audio-visuals and other teaching aids.

The teaching days are only 160 which need to be increased to 180 as required by the UGC norm. Full time faculty do about 75% of teaching. Evaluation methods are communicated to students through the college prospectus, morning assembly and through periodic announcements in classrooms. The performance of students is regularly monitored through class tests and attendance. In case students fall short of the required attendance, parents are informed and are invited to the college to discuss problems, if any.

Teachers are recruited as per UGC/DPI/GNDU norms. Permanent teachers are recruited by the Central Body - DAV College Managing Committee, New Delhi. *ad hoc* appointments are made by the *ad hoc* selection committee at the local level. In order to provide teachers for self-funded courses, the college appoints temporary/*ad hoc* staff in addition to permanent staff. It has 54 permanent, 46 temporary and part-time faculty members: 13 Ph.Ds, 18 M.Phils and 25 post-graduate teachers.

Teachers are encouraged to participate in national and international seminars, art exhibitions, workshops, conferences and in orientation/refresher courses. The Principal and the teachers were invited as resource persons by the UGC, NAAC, universities, and other academic institutions. Students are encouraged to frequent seminars and also to participate in panel discussions.

Self- appraisal has been followed. Brilliant students offer feedback on the college and its teaching programmes through the Scholar Club and other students offer it through the Student Council Suggestion Box. Students provide feedback on the availability of infrastructure in the college campus through the 'Campus Experience Feedback Proforma'. This has proved useful for developing teacher competency and for improving academic and physical infrastructure. Almost all the teachers are members of different committees of the college that deal with curricular and co-curricular activities. The mission and goals of the college are followed through formal and informal education within the curriculum.

It is a commendable that a staff member of the Department of Fine Arts was awarded state and national awards for her artistic creations. Theatre feature is a salient activity of the college and it has attracted the attention and appreciation of the state government which has utilized the talents of staff and students of this department to celebrate statewide functions on memorial days. Indians abroad, have encouraged students to visit Wales and England. Thus building international connections and goodwill, including a cultural tie-up with the Kent County Council of Kent, U.K. The college cultural troupe won World Championship in Wales at the Adult Folk Dance Competitions in 2002. A staff member has been awarded a post-doctoral fellowship for research overseas by the Japan Society for the Promotion of Science.

Criterion-III: Research, Consultancy and Extension

The College helps the faculty to pursue research programmes leading to M.Phil. and Ph.D. degrees. Out of 56 permanent faculty members, 13 have Ph.D. degrees, including 18 who have M.Phil. degrees and 25 have PG degrees. The qualification of the faculty in emerging technological fields at the post-graduate and research levels of higher education needs advancement. Many of the subjects are taught in the state of Punjab for the first time, and experts are few. They are honing their research skills and opting for research facilities on a nation wide scale. Though 41 teachers are temporary two of them possess Ph.D. degrees, one has an M.Phil. degree and 38 have PG degrees. All 24 part-time teachers have the PG degree, which in many subjects is still the highest available qualification. One of the faculty members is engaged in postdoctoral research under fellowship from the Japan Society for Promotion of Science. The College encourages faculty research by providing seed money and study leave and by making adjustments in teaching schedules. Publication of research work by the faculty is of high quality and the Management is keen to develop the Publication Centre, to make available to researchers, at affordable prices reports of field studies.

The main focus of the college is on vocational and professional degrees, which ensure not only ready employment, but they also promote entrepreneurial skills while they study, and more so, soon after they secure skill oriented and market learning. With the progressive decline of placement opportunities in the public sector such a development is beneficial. This is likely to be the trend in emerging decades, under global economic liberalization, to enable India to reach the goal of self reliant and self sustained economy of a developed nation by about 2020, for which higher education, research and extension provided by the college hold a role model. A high percentage of staff belong to the younger age group and are motivated by ideals of hard work, awareness of societal needs and they are keen to pursue research in centres of national and international excellence. These are valuable attitudinal assets not often amenable to conventional measures. The flair for research among teachers is perceptible and their keenness to widen reach and to innovate new postgraduate research paths is commendable. The Guru Nanak Dev University has sanctioned many courses designed by them in appreciation of the innovative trends initiated by the college. In the absence of college autonomy this has spurred the college to offer a good many of higher educational services, worthy of emulation by women's colleges in India. Plans are afoot for innovative B.A. Honours, B.Sc. Honours, M.A., and M.Sc. in Economics and Business. Most of the faculty are actively involved in research and they will soon obtain M.Phil. and Ph.D. degrees on part-time deputation.

The willingness of the Management to seek autonomous status and to strengthen postgraduate education with their rich educational experience and financial resources are redeeming features for the realization of the programmes of research and advanced studies. In the fields of sports and games, in which their achievements are highly commendable, students have won many national and international

awards. The college is set to introduce B.P.Ed., and M.P.Ed. programmes in the near future. It will usher in an era of educational excellence with social and moral attainments which are keenly felt needs in higher education for the emerging decades. There are on going research projects which have a grant of Rs. 1,65,371/- given by the UGC. And there are more in the pipeline. The college has won many awards for science and other exhibitions.

The college has designated a faculty member to be in charge of extension and placement activities. Extension activities are undertaken through various clubs, societies, NCC and NSS in collaboration with NGOs and GOs. The major activities relate to community development, campaign against female foeticide, health and hygiene awareness creation, adult education and literacy and AIDS, and environmental awareness, Teachers and students are encouraged to take part in extension activities. The college encourages participation of students in cultural activities under guidance from faculty. They include theatre, folk dance, folk orchestra and folk songs. The college has been actively associated with the Punjab *Natak* Academy for organizing various cultural activities at the state level. Its *Gidda* team visited England where folk dances were presented. The commendable feature is the collection of over 50 rare traditional and heritage instruments in music in the use of which they have proven skills of high order. The architecture of the college, designed by an expert member of the Management Council, is suited to drama and folklore rendering. The Peer Team is pleased to note that the college has earned a name for its professional excellence in the field of theatre, folk songs, folk dance. The dance teacher has won many awards for her performances. The college is well equipped to offer consultancy services in folk songs, folk dance and the Punjab heritage. Teachers and students may be encouraged to take up consultancy in event management for the state tourism department.

The Career Counselling Cell, the Placement and the Employment Cell not only guide students in the choice of careers but they also arrange career fairs, seminars to enlighten them about employment avenues and placement opportunities. The NCC is very active in the college as there are three wings of NCC-Army, Air and Navy. Cadets participate in the Republic Day parades held in Delhi. A cadet was selected as Commander at the Prime Minister's Rally in 2000, and another won the gold and bronze medals in Free Flight and Toe Line respectively at the All India Vayu Sainik Camp at Bangalore in 2001. Former cadets hold high positions in the defence services.

Criterion-IV: Infrastructure and Learning Resources

The college was set up in 1967 with 200 students in the arts stream in a small building with 2 rooms. Since then it has continuously expanded its infrastructure facilities by adding new floors, new buildings and blocks, laboratories, computer labs, workshops, library, hostel, auditorium, seminar hall, guest houses, the Heritage Centre, open air theatre, studios and play fields over an area of 11.34 acres. A full time campus caretaker maintains infrastructure. The gardens and the flower layout give the college an aesthetic

and colourful ambience. The Building Advisory Committee periodically reviews the maintenance of infrastructure. Premises are kept clean. Experts from the Sports Department maintain playgrounds. The Student Council and the Discipline Committee look after the cleanliness of the lawns. The college has its own power sub-station and a stand-by generator system. It not only makes optimal use of its infrastructure but also allows liberal use of its facilities by sister DAV institutions, other educational institutions, NGOs and GOs. The College has a master plan to provide additional infrastructure in order to meet the need of expansion of its programmes.

The library services are monitored by the Advisory Committee. The library has 50,000 books. Books and journals are neatly arranged and well maintained, within the space available. The Book Bank facility is available for students who belong to under-privileged sections of society. During the last two years the college has purchased Rs. 2.5 lakh worth of books and about Rs. 2.75 lakh worth of journals/periodicals. The library has computers, audio-video cassettes, internet and fax facilities. The spacious reading room can accommodate about 350 students. Fine arts, commerce, UG courses in design and sciences have departmental libraries. The library remains open from 0800 hours to 1800 hours. It is felt that the library hours may be extended for at least two more hours in the evening for hostellers.

The college has a computer centre which remains open from 8.00 a.m. to 5.30 p.m. Apart from the Department of Computer Sciences, the Departments of Video Production, Still Photography, Commercial Art, Design, Tourism and Travel Management have their own computer facilities. Authorized external agencies maintain computers and their accessories. A qualified nurse attends on patients with minor ailments at the medical centre. It will be appreciated if all students are given medical check up once a year. The college hostel block has 72 rooms which can accommodate 276 students. A qualified nurse from the medical centre visits the hostel daily. It is suggested that a qualified nurse be employed on a whole time basis. The hostel is equipped with modern amenities. It has the generator facility.

The college has infrastructure for sports like cricket, hockey, basketball, handball, badminton, table tennis and lawn tennis. Students are given excellent training in athletics and games by coaches. Students have won medals and awards in different games at the state, regional, national and international meets. Sports-women are encouraged with the grant of fee concessions, cash prizes, sports equipment, free tuition and other help. One of the students won the silver medal in the 14th Asian athletic championship meet held in Sri Lanka in 2002.

Criterion-V: Student Support and Progression

The college has shown consistently good results, first divisions and a number of ranks in university examinations at both the undergraduate and the postgraduate levels. The dropout rate at the UG level is negligible (5% to 6 %). About 60% to 70% of students join higher studies. Most of the courses being

skill based, a large number of students set up their own businesses. The college keeps prospective students informed of the opportunities available in the college for academic pursuits, through an updated prospectus published annually before admissions begin. The prospectus includes information regarding admission processes, fee structure, eligibility conditions, rules, development activities, support services available, fee and funds structure, fee concessions, scholarships, and prizes. Pre-admission career/course counselling is also provided to prospective students during the summer vacation. The college offers liberal scholarships, fee concessions and concessions in hostel charges to students on merit and to sports persons. During 2002-03 the college gave concessions worth Rs.40 *lakhs* to merit holders and players, in fees and hostel facilities. Students also get a large number of state /national merit and merit cum means scholarships. About 500 students benefited from various types of financial assistance.

An Employment Cell, which has two co-ordinators, was established to provide career counselling, arrange career fairs and seminars, and to establish contacts with organizations for on campus interviews. About 250 students were employed through the Placement Cell in 2003. The college encourages self-employment by organizing lectures and interactions with successful entrepreneurs.

The college has an alumni association, which was formed in 1970 and activated in 1999. It provides strong support to students in the form of educational leisure time facilities through indoor and outdoor games, nature club, debate club, theatre club, audio-video facilities, creative writing, clay modelling, painting, drawing, photography, debates and declamation contests. Through the Youth Welfare Department of the Punjab government, the college has been preparing students for cultural programmes at the state/national/international festivals. The college team participated in adult folk dance competition in Wales in 2002 and in the International Carnival at Calais, France in 2003. It annually publishes the 'News Bulletin' and the college magazine '*Shachi*'.

Criterion-VI: Organisation and Management

The College was set up in year in 1967 by the DAV Managing Committee, New Delhi. Since it is a registered society managed by eminent persons with academic experience, its commitment to education is reflected in the goals of the institution. The college has a Local Advisory Committee. The Management Policy is to ensure complete freedom to each of the educational institutes under their jurisdiction, to innovate, raise resources and to have their own perspectives of development. They help them by providing loans and other logistic support to acquire land and buildings. Hence self-reliance, independent fund management and securing help for poor but bright students have become part of the distinct culture of the college. Raising a crore of rupees for the auditorium or another crore or more for the Design Technology building, acquiring land near the college have been within their easy reach. The Management Committee members are affluent and willing donors. The Principal has the pivotal role to play in developmental activities. By her long association with the college and its educational policy and also with

sponsors, she has played an effective leadership role to build the college in the direction of the vision of the founders with idealism and zeal. The Management consists of honorary workers, mostly professionals, who give their time and talents in good measure. The day to day administration is looked after by the Principal with the support of Deans of Faculties and coordinators of various departments. In addition, various statutory and non-statutory committees have also been constituted for the smooth functioning of the college. Besides, various associations have been formed to arrange and oversee extra-curricular activities. Almost all the members of the faculty are actively involved in co-curricular activities. The Academic Council, the Time-Table Committee, the Prospectus Committee and the Examination Controller prepare the academic calendar and oversee its implementation.

The Principal regularly interacts with HODs and teachers. Staff meetings are held regularly and minutes are maintained. The college has an efficient internal coordinating and monitoring mechanism. The finance and office administration departments are computerized and manned by experienced and skilled personnel. They also arrange internship programmes for students of office management.

The Principal monitors non-teaching staff with the help of the Office Superintendent. The Bursar, a member of the teaching faculty checks the college accounts regularly. The Cleanliness Committee also supervises Class IV employees. From time to time professional development programmes are organized for non-teaching staff. The college office is fully computerized. The fee structure fixed by the university under the grant-in-aid is followed. However, in the case of self-funded courses, fees and other charges are fixed by the college. Internal auditing of the accounts of the college is regularly conducted by the DAV College Managing Committee, New Delhi. The College has had a surplus budget the last two years. The college has three Grievances Redressal Cells for students, teachers and non-teaching staff. P.F. Loans are available to permanent staff.

Criterion-VII: Healthy Practices

Teachers have set up an internal quality control cell for reviewing educational and administrative programmes.

The college has started many vocational subjects and self-funded career courses to help students seek gainful employment. Most of them are innovative, first of their kind in the state, well planned and managed by competent staff.

The college imparts value based education by starting the day with *Havan* and morning assembly. It fosters over-all development of the woman student. Alumnae and parents have commended the attention, care and concern shown by staff for the holistic welfare of students.

This women's college located along the north-west international border of India has many challenges to face to provide high quality education and placement services. The college Management and the faculty have a commendable record of having been innovative in empowering women for both employment and performance as effective buliders of homes and their society.

Section-3: Overall Analysis

The BBK DAV College for Women in Amritsar was visited by the Peer Team between March 11 and 13, 2004. The Management, the Principal, the faculty and students jointly provided opportunities to the Team to discuss with them, to review facilities, and to interact with the faculty and students. This was followed by several meetings, formal and informal, with alumni and parents, administrative staff and other support staff and they made the process of assessment enjoyable.

The Management and all functionaries are motivated by the high ideal of offering quality higher education that can contribute to the development of the country.

The Peer Team, suggests the following for the college's growth and development:

1. The faculty may pursue doctoral and post-doctoral research on a continuing basis, and also develop new and higher specializations in innovative areas, in which the college has the expertise.
2. The Management may strengthen their Publication Division called "DAV Press" in order to encourage the faculty to publish papers and theses after peer review and after ensuring the usability of such publications. This may be done in collaboration with other educational institutions for the sake of economy. A committee of experts from reputed Indian and overseas university presses may guide in this important venture.
3. In addition to job-oriented courses started by the college, the college may introduce Functional English, and prepare a Dictionary of Indian English in collaboration with Hindi, Punjabi and Sanskrit Departments with invited experts.
4. New courses/subjects in B.A., B.Sc, M.A., M.Sc. and management studies may be introduced. Autonomy may help to do this.
5. Considering the outstanding achievements of students at national and international levels, in many sports and games activities, the college may start graduate and postgraduate degree courses viz., B.P.Ed. and M.P.Ed. courses in physical education.
6. Talented artistes of the Departments of Dance, Drama and Music have been often invited by the Government of Punjab for major cultural events and given awards. This may be

institutionized for fund raising and also for joint efforts in partnership with professional bodies outside the university system to bring together traditional and modern skills.

7. The Department of Journalism and Mass Communication may bring a BBK VOICE –a practice journal to train students in reporting and editing.
8. There is need to modernize and upgrade subjects like commercial arts, tourism, and fine arts to professional levels in order to keep pace with the recent changes in the media world.
9. Inter-departmental teaching and research may be encouraged. The Departments of Commerce and Management Studies and Economics may form a School with a Director.
10. The felt need of parents for interactive sessions between teachers, students and parents may be met by arranging periodical meetings. The publication of an alumnae - parents newsletter would be helpful
11. Employment opportunities in Defence Services are increasing and special preferences are given to women. Sports-persons and NCC cadets may be given support for placement and access to the latest information on Defence employment opportunities.
12. Self-discipline, development of creativity and academic excellence are notable in this college. Self-employment oriented career guidance cell may be strengthened.
13. A College Development Planning Board (CDPB) may be established for Perspective Planning. The college makes use of managerial concepts in planning, decision making and performance appraisal and this may be strengthened by CDPB. Resources of the DAV Management could be thus optimized.
14. Students are sensitized to their role and responsibility towards society through community services to meet needs of marginalized sections of society. The college may extend these services to rural based colleges in partnership with appropriate government departments and NGOs.
15. As the college is proficient in sports and games, sports persons may help train students of schools and rural colleges.
16. The college has three wings of NCC-Army, Air and Navy. A Defence Employment Cell may be created in view of the government policy to encourage women to join the Indian Army.
17. Students have consistently won many top positions in university examinations. Many students have won merit scholarships. Financial assistance is available to about 500 students. Various scholarships and fee concessions are given to students on merit. A College Educational Fund

(CEF) may be created to which students who have enjoyed financial aid may be encouraged to contribute. New investment strategies of fund management may be devised.

18. The College Heritage Centre may be strengthened.
19. The Departments of History and Fashion Design have created a replica of the regal attire of Maharaja Ranjit Singh at the bicentenary of the coronation of *Maharaja Ranjit Singh*. The scroll of honour presented by the Punjab Government to *Hans Raj Hans* as "*Raj GaiK*" was also designed by the Departments of Fashion Design and Commercial Art. Similar efforts may lead to the creation of a museum of traditional design and commercial art.
20. The accomplishment in co-curricular activities is commendable. Additional infrastructure may be acquired to meet needs of expansion consequent upon the elevation of the status of the college.
21. Students may be encouraged to participate in the Maths Olympiad, Chemiad and other such competitive examinations with the support of the faculty. Advanced learners may be given an opportunity to develop their talents in writing, presentation and research.
22. Teaching faculty may establish a national network for research and new courses.
23. The college may consider extending computer time in order to offer the facility to all students on moderate charges. Steps may be taken to increase the number of computers in the library and the departments and also to provide the internet facility.
24. It is suggested that a separate C.D. section may be developed in the library with necessary facilities to watch them. The space and seating facilities in the library may be increased. Books of national and international standards may be added and teachers encouraged to render introductory Hindi and Punjabi versions to encourage students to use them.
25. The library may be fully computerized and connected to INFLIBNET to enable users access many sites.
26. Consultancy services may be formalized.
27. The college may start hobby classes in drawing, painting, dress designing, cookery, photography on the lines of similar classes in dance, drama and music to students as well as outsiders. Senior citizens and former students may benefit from them.
28. Voluntary services of teachers who are willing to give extra time may be utilized to offer value added courses. Efforts may be made to increase teaching days by offering incentives.

29. More computers with internet facility may be provided in the library and hostels.
30. The college may start foundation courses for ICAI, ICSI and ICFAI in line with its goal to provide employment oriented education. Partnership between the college, and industries and professional bodies may be enhanced.
31. The college may think of introducing the Group Insurance Scheme for teaching and non-teaching employees. The staff medical service scheme may be initiated.
32. The college has developed along new directions which are valuable for women. Securing autonomous status will help them to design new programmes. It should endeavour to attain autonomous status, and in due course, that of the Deemed-to- be- university.

4. Doaba College Jalandhar, Punjab (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Doaba College is situated in Jalandhar district of Punjab. The college volunteered to be assessed by the National Assessment and Accreditation Council (NAAC) and submitted its Self-Study Report to the NAAC in June 2004. The NAAC constituted the Peer Team consisting of Professor R.P. Kaushik, Member, UGC and Professor, Jawaharlal Nehru University, Delhi, as Chariman; Dr. S.N. Singh, Principal, G.S. College of Commerce and Economics, Jabalpur, Madhya Pradesh; and Prof.D.K. Maheshwari, Dean, Faculty of Life Sciences, G.K. University, Haridwar as Members of the Team to visit the college and validate the Self-Study Report. The Peer Team visited the college between on September 2 and 4, 2004.

The Doaba College, Jalandhar, was established in 1941 by Arya Shiksha Mandal, Jalandhar with the mission to promote learning by both students and faculty to achieve excellence in education. The great visionaries, educationists, dedicated social workers, freedom fighters and renowned industrialists nurtured it from the very beginning. The college is affiliated to Guru Nanak Dev University, Amritsar. It is a grant-in-aid as well as self-funded institution.

The institution is located in an urban area. It offers a wide range of courses and programmes at both undergraduate and postgraduate levels. It offers 16 UG, 9 PG, and 5 PG diploma, 3 diploma, and 3 certificate programmes. The institution is recognised by the University Grants Commission under Section 2(f) and 12(B). The college campus is spread over an area of approximately 22.5 acres which accommodates the Administrative Block, the Science Block, the Department of Commerce and Management, the Virendra Auditorium, the Postgraduate Block, the Library, two hostel buildings (a new building equipped with the latest electrical cooking gadgets and the other an already existing old building), three chemistry labs, three physics labs, two botany labs, one biotech lab, one multi-media lab, one geography lab, five computer labs, I.T. Block, a swimming pool, a newly constructed canteen with modern facilities, the bank and the post office. The student strength in UG programmes in the current session (2004-05) is 903 and 447 in PG programmes. The self-funded courses have a strength of 319. The unit cost of education in the institution in 2003-2004 was Rs. 19,937 (including the salary component) and Rs. 4037 (excluding the salary component). The college has a total strength of 99 teachers, of whom 73 are permanent, 3 part-time and 23 temporary; and there are 70 non-teaching staff. The college has an alumni association and many alumni occupy prominent positions in different walks of life.

The Peer Team constituted by the NAAC carefully perused and analysed the Self – Study Report of the college. It went through all the relevant documents and also interacted with members of the Management, the Principal, the faculty, non-teaching staff, students, parents and alumni of the college. The Peer Team also visited the departments and support systems. Based on these meetings and, keeping in mind the criteria identified by the NAAC, the assessment of the college was made identifying strengths and concerns. A report on the objective assessment made is presented below:

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The institution aims at providing education for all making it accessible to the underprivileged and the marginalized. The aim includes holistic development of learners with specific emphasis on providing vocational training to make them employable. The computer-related curricula and management courses of the university offered by the college, prepare students for such employment. Primarily, the mission of the college is to impart value based and career oriented learning. The college is both oriental and Western in the transmission of knowledge. It has the updated new courses related to the computer and I.T., science, business management and journalism. It also promotes the study of Vedic and Sanskrit literature. It conducted a free simple spoken Sanskrit course sponsored by the UGC in 2002-03. It has programmes in humanities, science, commerce and management, computers, I.T., journalism, multi-media and electronic media.

The college offers postgraduate studies in English, economics, political science, maths, punjabi and commerce. During the last three years it has introduced new career oriented, self-funded and innovative courses in biotechnology, B.Com. (Professional), B.CAM, B.Sc. (computer maintenance), B.A. (multi-media), B.Sc. (electronic media), B.A. with journalism and computer as a subject, B.A. (Hons.) in English, Master's courses are offered in business economics, mass communication and journalism, and computer sciences. Apart from this, the college has signed an MoU with IGNOU which runs more than 70 courses on the college campus. The UGC has recently granted permission to offer three career oriented value added courses. Most of the courses impart both knowledge and skills. The time schedule of the programmes is fixed by the Guru Nanak Dev University, Amritsar. The university does not allow horizontal mobility. Elective options are available at both undergraduate and postgraduate levels. All the courses taught in the college are based on the syllabi of the affiliating university. They are changed from time to time. The process of introducing any new programme of study after it has been conceptualized in the college spans at least a year. All the Heads of the Departments of the college who are members of the university Boards of Studies and other academic bodies have contributed to designing and restructuring courses of the university. Some courses were designed by the college faculty and got approved by the university.

Criterion-II: Teaching - Learning and Evaluation

The College follows a mixed pattern of making admissions to different courses. Students are admitted according to the eligibility conditions laid down by the university. Knowledge and skills of students are assessed in courses of studies, through regular home assignments, class seminars, home tests, class tests and group discussions. The college has developed and implemented a suitable system for this purpose. It also conducts bridge/remedial courses in order to help the educationally disadvantaged students from whom no fees are charged especially in sciences. It offers advanced learners different incentives and methods to challenge them to do more demanding work. It encourages teachers to make teaching plans three times during the year/semester and maintain the daily diary of work. The conventional lecture method is supplemented by other learner-centred teaching methods, such as slides, charts, and other visual aids, online information, OHP and LCD projectors, exhibitions, seminars, guest lectures, extempore debates, quiz, etc. The college has introduced innovative approaches in instructional technology to reinforce conventional methods of teaching. There is facility for preparing audio visual and other teaching aids. This has produced encouraging results by helping students obtain top ranks in university examinations every year.

The college has worked 180 teaching days in 2002-2003, while the number of working days was 290. The workload of teachers ranges between 12 and 24 periods per week (24 for full time and 12 for part time lecturers). The ratio of full time teachers to part-time teachers is 32:1, the ratio of teaching staff to non-teaching staff is 1.41:1. The college has 73 permanent, 23 temporary, and 3 part-time teachers, 55 permanent staff and 15 temporary non-teaching staff. Details of examination schedules and evaluation methods are duly communicated to students at the commencement of the academic session through prospectus and by announcement. The college provides information on examinations and evaluation methods to all students through printed/cyclostyled handouts as well. With regard to monitoring the overall performance of students a suitable mechanism has been followed. The college prepares the annual calendar at the beginning of the session and the syllabi are unitized and planned according to each term and distributed among students within a few days at the start of the teaching work. Teachers are recruited according to UGC/Guru Nanak Dev University/Punjab Govt. DPI (C) rules and regulations. The college does enjoy the freedom, and has the resources, to appoint and pay temporary/*ad-hoc* teaching staff, as and when necessary. It is highly commendable that teachers participate in and present papers as resource persons in state, national and international seminars/conferences/workshops. They also act as research guides to M.Phil. and Ph.D. scholars. The college follows the self-appraisal method to evaluate overall teacher performance. Besides, the teacher performance appraisal is corroborated with university results, student feedback and parent interaction.

The college organises seminars as part of the faculty development programme. Teachers are encouraged to participate in refresher courses, seminars, workshops and programmes arranged for faculty development. It also organises lectures on personality development. During the last two years, sixty teachers benefited from computer-aided teaching programmes: seventy personality development, and forty linguistics programmes were organized and thirty teachers attended orientation/refresher courses in different universities. The college may organise a few more seminars, faculty development/improvement programmes, during the course of a year for the general/professional development of all teachers. It is noteworthy that in 2000 one of the faculty of the PG department of Punjabi, received the “Maula Baksha Kushta Khoj Ate Alochana Purskar – 2000” award from the university. Each member of the faculty has been directly or indirectly involved in different committees to facilitate the smooth functioning of the college.

The college follows traditional and modern practices to impart value based education. Transparencies and presentations on the LCD projector are frequently used for making teaching more effective and informative. The college encourages significant teaching innovations among its faculty and students by forming different subject associations and societies, NCC, NSS and Rotaract Club, etc.

The college has entered into an MoU with Wolverhampton University, UK for its B.Sc. (Hons) computer studies. In this series the UGC has incorporated the Free Simple Spoken Sanskrit Centre. Recently the college has established the UGC. Network Research Centre to start long term and short term vocational computer courses. It has also introduced self designed courses approved by the university. There are: B.Sc. (Electronic Media), B.A. with journalism and B.A. (Multimedia), B.A. (Hons School) in English, B.Sc. (computer maintenance), etc. B.Sc. (bio-informatics) is in process.

Criterion-III: Research, Consultancy and Extension

As a part of research promotion, postgraduate students of MBE, MMC, M.Sc.. (computer science) and M.Com undertake research projects. At the graduate level students of BBA, BCA, B.CAM, B.Sc. (electronic media), B.Com. (professional) and geography submit project reports based on socio-economic aspects of rural/urban areas. Teachers avail themselves of study leave to improve their academic qualifications. They are provided financial assistance to present papers at national conferences and seminars. The college has received a grant of Rs. 50,000/- from the UGC for the Career Orientation Programme during 2003-04. A further grant of Rs. 80,000/- was also sanctioned by UGC for holding a seminar on “Network Security and its Implementation” during 2003-04. A grant of Rs. 54,000/- was also received for the UGC seminar on “Performance of Tourism Industry in Relation to Public Relations”. Another similar national seminar was held during 2003-04 on “Fundamentalism and Terrorism – A Threat to Human Rights”. The college has an on-going research project of the World Bank on “Rural Marketing in South Africa” with a total outlay of 2200 US dollars for one and a half years. The extension activities

of the college include community work, social work, health and hygiene medical camp, adult education and literacy, blood donation camp, AIDS awareness and environmental awareness. Teachers and students are encouraged to participate in extension activities through dialogues on extension and also by inspiring motivation through guest lectures by men and women of action in different fields. The college extension activities are undertaken with the help of some NGOs and other agencies. The Departments of Postgraduate Studies have published the maiden number of Research Journals in the fields of languages, social sciences and science and I.T. The college also publishes the college magazine "The Doab" every year.

Criterion-IV: Infrastructure and Learning Resources

The college has a master plan of its campus with its existing buildings and the projected expansion for the future. It has spacious buildings, I.T. Block, lush green lawns, playgrounds, a conference room, state of the art auditorium, an open air theatre, a swimming pool, a new staff room, girls common room, a conference hall, etc. Apart from employing an Estate Manager, a team of gardeners, sweepers, electricians, plumbers and carpenters, the college encourages its teachers and students to use their skills for the beautification of the campus. The college ensures optimum use of its infrastructure facilities by allowing IGNOU to run its courses on Sundays and also for its examinations.

Several new courses are also run in the evening shift. Various NGOs and other agencies also make use of these facilities by holding seminars, entrance examinations, extension lectures, guest lectures for career orientation and placement of students. The college library is used also by students of the Punjab University, Chandigarh. The existing infrastructure of the college is being utilized quite optimally. The college campus is maintained pollution free and buildings are painted periodically.

The college library has an Advisory Committee. The college also offers the Book Bank Facility to students who cannot afford to buy costly texts. Library services have been computerized, i.e. accession register, cataloguing through interconnectivity and issue of books to students. The library is kept open on all working days from 9 a.m. to 4 p.m. At the end of March 2004 the library had 63500 books. The library subscribes for 41 magazines and 35 journals. There is direct internet surfing facility in the library for postgraduate departments. Open access is available for postgraduate students. There is a functioning English language laboratory to cater to the development of communication skills of students. There is xerox facility both in the library and in the administrative block. There is evening library facility for resident students.

The college has an I.T. block which is being used as the central computer facility. The computer centre functions between 9 am and 4 pm. The Principal's Chamber, Accounts Office, General Office are fully computerized and the Fee Branch is in the process of computerisation. The centre developed

more than 12,000 programmes in maths and physics. Maintenance of computers is done with the help of the staff of the Departments of Computer Science and I.T. In case of major problems a private agency is called.

Health services are available to students and staff through the dispensary, a sick room and a health club. Cases of sudden health problems are treated in the nearest hospitals. The college has clean drinking water facility. It has a department of physical education well equipped with playgrounds for various games and athletic exercises like cricket, softball water polo, volleyball, swimming, body building, weight lifting, badminton, boxing, etc. The college has a football ground, swimming pool, cricket ground, soft ball court, volley ball court, etc. Sports-persons are provided with various incentives in the form of financial assistance, fee concession, mementoes, trophies, cash prizes and hostel facilities. During 2003-04 the college team was placed second in water polo, swimming and weight lifting competitions at the university level and eight students were selected for the university water polo team and three of them participated at national level competitions. The college was placed first in volleyball at the university level and three students were selected for the university team.

Criterion-V: Student Support and Progression

During 2003-04 the percentage of students appearing for the qualifying examination after the minimum period of study ranges between 80% in arts to 90% in computer science. The dropout rate in commerce and science was 5%, it was 10% in arts, 0.045% in computer science. Progression to employment and further studies from UG to PG is approximately 20%. The alumni of the college are stated to occupy prominent positions in different walks of life. About 35 old students of the college have passed the All India Competitive Examinations during the last five years.

The college publishes its updated prospectus annually. Eligible students can avail themselves of different kinds of financial aids from the central govt., the state govt. and the university. The Kargil Free Education Scheme introduced by the Management has benefited many students. The college has an employment cell and a Placement Officer who helps students in their search for employment. College teachers also participate in academic and personal counselling to students within and outside the classroom as and when needed.

Educational tours are organized by all the postgraduate departments and science and commerce undergraduate departments once or twice every year. Students of professional courses are taken to different industrial organizations to acquire practical skills in order to help them develop their employability. High achievers, distinguished sports-persons and artists are awarded medals, freeships, fee concessions, free books and cash awards. Some philanthropists have donated cash awards and medals to students with distinction in performance. The recreational/leisure time facility available to students

include indoor games, outdoor games, student magazines, cultural programmes, Rotaract Club and Science Prudentia Association.

Several alumni of the college are known to have excelled in many fields as cricket test players, tennis stars, heads of overseas universities, film makers, Vice-Chancellors and Chief Ministers. The college is the nursery of many budding radio/TV artistes and sports-persons of national and international repute. The Peer Team was pleased to know that one body builder of the college has won the silver medal in Asian Body Building Championship held at Seoul and one weight lifter, had won three silver medals in the Asian weight lifting competition, three gold medals in South Asian Games and participated in the World Championship meet and has been decorated with the *Arjuna Award*. It is commendable that one student has won the Indira Gandhi National NSS Award, another Shaheed-e-Azam Bhagat Singh Award, and yet another the Governor's Award for social service.

Criterion-VI: Organisation and Management

The college has an efficient internal coordinating and monitoring mechanism. It has one Vice Principal, the Registrar, the Deputy Registrar, Bursar and the Academic Council, the Staff Council and other bodies. Heads of Departments coordinate work in various committees. Two staff representatives are nominated to the Governing Body of the college. The work efficiency of non-teaching staff is looked after by the Superintendent, the Accountant and the Bursar. They finally report to the Principal regarding the performance and output of non-teaching staff. The work and functioning of the laboratory staff of different science and IT wings is supervised by their respective Heads of Departments. The academic calendar is formulated on the basis of guidelines laid down by the university.

The fee structure of the govt. supported courses in the college is subject to govt. approval. Self-funded courses have a different and higher fee structure. There have been marginal changes only in the special fees, during the last three years. The college budget during 2002-03 had a deficit due to non availability of grants from the Punjab Govt. There is an internal auditing mechanism in the college. The deficit in the college budget, if any, is met from internal sources.

Welfare programmes are organised by the cooperative society which has been functioning since 1970, where non-teaching staff get loans upto Rs. 1,00,000/-, and also free education to their wards. The college has grievance redress committees, for teaching and non-teaching staff and students.

The loan facility available to employees is limited to loans against each one's provident fund account for some specified purpose. A soft loan scheme for both teaching and non-teaching staff may be formulated and implemented by the management, as soon as possible. Uniforms to class IV employees are given twice a year and subsidized accommodation is also provided to them on the campus. The selection process of teaching and non-teaching staff follows the norms of the university and the Punjab Govt.

Criterion-VII: Healthy Practices

The college has been following some measures aiming at internal quality checks through regular meetings and discussions of the Governing Body. Staff meetings, teachers' self-appraisal, departmental meetings, etc. A better organized and effective quality assurance mechanism would be helpful in this regard for systematizing and strengthening internal quality checks.

- ❖ Staff of the college are sensitized to the managerial concepts of strategic planning, team work; decision making; and computerization, to some extent.
- ❖ Regular academic programmes of the college are sought to be strengthened through other complementary systems like self-funded courses and non-formal programmes under the category of "Self Financing Courses". The college offers courses such as MBE, MMC, M.Sc. (computer science) under the Distance Education Programme.

Value-based education is offered through the Holy Havan Yajna followed by moral and spiritual discourses, the Art of Living course, *Shwas Kriya* programme, NSS activities, Rotract Club and Youth Club. An enhanced performance in this regard is aimed at, through an effective value education cell which can arrange talks on national unity and dignity, population and the need of family planning, service to society, anti-addiction, women empowerment, environmental protection, water literacy, etc.

Students are educated in civic responsibilities through several activities like blood donation, AIDs awareness programmes, pulse polio campaigns, traffic control, planting of trees, environmental awareness, human rights, seminars and symposia, sanitation and cleanliness drive, etc. During the Kargil War staff and students raised relief funds for bereaved families. The Management of the college has thought of giving totally free education to wards of Kargil War heroes.

- ❖ The college puts in a variety of efforts towards the all round development of learners through Welcome Functions, Talent Search Competitions, various clubs and associations such as NCC, NSS, educational tours and excursions.
- ❖ It strives to achieve its motto to promote learning both by students and faculty to achieve excellence in education and all its academic and co-academic activities are directed towards the creation of the Knowledge-Society as well as employable citizens.
- ❖ Community orientation to college activities is brought in through various college activities and programmes like NSS activities. In case of national calamities such as wars, floods, earthquakes, droughts, etc. the college helps victims by raising funds, donating clothes and other items of daily use. Blood donation camps are arranged for the Blood Bank.

- ❖ The college does promote general/transferable skills among its students. The capacity to learn is improved upon through several teaching aids, study tours, field trips and guest lectures. Communication skills are enhanced through elocution competitions, paper reading, extempore speeches, classroom seminars, etc. Numerical skills are sharpened through computer courses, science subjects, economics, accounting, etc. Students have a good exposure to team and individual work through NSS, NCC, and annual social gatherings. Team spirit is evident in many of the co-academic activities like staff tours, indoor and outdoor sports, etc.

Section-3: Overall Analysis

The Peer Team after going through the Self Study Report and on the basis of its review of various academic and physical facilities of the institution, finds that the college has been able to make significant progress in achieving its objectives. Hence it has been functioning in accordance with the aims and objectives laid down by the Arya Shiksha Mandal. There is a healthy relationship among various functionaries of the college, which has contributed to the cordial environment prevalent in the institution. The Peer Team considers the following features of the college commendable:

- ❖ Effective leadership of the Principal and dedication and commitment of both teaching and non-teaching staff of the institution.
- ❖ Encouragement and support given by the Management for its effective functioning.
- ❖ Application of strategic planning for future growth and development.
- ❖ The college has its own plans for future needs, infrastructural growth and development.
- ❖ It has its own well structured Student Grievances Redress Cell to meet the increasing academic, social and economic needs and problems of students. It is commendable that the college has computerized administrative and library services and has provided the Internet facility in the PG Block and the library round the-clock through dedicated leased line in the I.T. Block.
- ❖ Departments of postgraduate and undergraduate studies have published three research journals in this academic session.
- ❖ The college has the unique feature of Non Teaching Welfare Staff Fund from which a sum of one lac rupees is given as loan to members in turn, every month.

Keeping in view the future growth and development of the college, the Peer Team suggests the following for consideration:

- ❖ Interconnectivity with other libraries for inter-library borrowing may be considered.
- ❖ The college could encourage consultancy services and consider publicizing the expertise of the faculty available.
- ❖ Services of the inter-university centres like IUCCA, IAS, INFLIBNET, etc. may be utilized.
- ❖ The college could consider having MoUs with some industries and research organizations for the purpose of sharing resources in terms of teaching, career guidance, on-the-job-training, placement, etc. It could further develop collaborations with national level bodies, like ICSSR, UGC, universities and research institutions in India for research and training including research projects, orientation and refresher courses, seminars, conferences and workshops.

The Peer Team thanks the college for the cooperation extended to them during the visit and wishes all the best in its future endeavours.

5. Dr. Ambedkar College, Deekshabhoomi Nagpur, Maharashtra (Assessment Report for Institutional Accreditation)

Section-I: Preface

Dr. Ambedkar College, Deekshabhoomi, Nagpur submitted its Self-Study Report to the National Assessment and Accreditation Council (NAAC), Bangalore. The NAAC reviewed the SSR and constituted the Peer Team consisting of Prof. Satinder Singh as Chairman, Prof. N. Satyanarayana and Prof. P.K. Pandian as members to visit the college and to validate the Self Study Report. The Team visited the college for two days on February 27 and 28, 2004. Dr. M.S. Shyamasundar, Deputy Advisor, NAAC acted as the Co-Ordinating Officer.

Dr. Ambedkar College is a grant-in-aid, self-funded co-educational college and is affiliated to Nagpur University, Nagpur. The college was established in June, 1964 on a 3-acre campus (2 acres for playground) to cater to the needs of urban and rural students. It has a total strength of 2446 students in UG courses and 280 in PG courses.

The college has 42 programme options, 14 and 7 at UG and PG levels respectively. It has B.A., B.Com., B.Sc., LL.B. (three year and five year courses) at the UG level and Master's Programmes in English, economics and Marathi and M.Com.; M.Sc. in chemistry; and M.Sc. computer science. It has four faculties: the Faculties of Arts, Commerce, Science and Law. It offers 11 subject choices including 4 in arts, 4 in commerce, and 9 in sciences. The college also offers 15 self-funded certificate courses.

The college is recognized by UGC under 2f and 12B. It has 25 departments and a total strength of 124 teachers out of whom 49 are permanent. Out of the 49 permanent teachers, 19 have Ph.D., 8 have M.Phil. and the rest have a postgraduate degree each. The college has 79 non-teaching staff of whom 46 are technical employees.

The drop-out rate is 4.5% and 4.7% respectively in the last two batches of undergraduates and it is 5% and 3.2% respectively in the last two batches of post graduates. Students have shown good performance in university examinations and many of them have won top merit positions in all the faculties. The unit cost of education is Rs. 10,200/-. The college Management runs other educational institutions also.

The funding sources of the college are donations, alumni contribution, consultancy earnings, income from self-funded courses, and M.A./M.Com. and research funding. The temporal plan of academic work of the college is both semester and non-semester (annual) systems.

The Peer Team carefully perused and analyzed the Self-Study Report submitted by the institution. During its institutional visit, the Team went through all the relevant documents, visited departments and reviewed facilities; it interacted with various constituents of the institution. The academic, co-curricular, extra-curricular, sports and extension facilities were also visited. The Peer Team also interacted at length with members of the Governing Body, the Principal, the faculty, non-teaching staff, students, parents and alumni. Based on the above exercise and keeping in mind the criteria identified by NAAC, the Peer Team has objectively assessed the performance of the institution. The report on the assessment made under various criteria, the commendable features of the institution as well as issues of concern is given below:

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The aims of the college are (i) to impart scientific and moral education and to achieve academic excellence; and (ii) to impart higher and quality education especially to under-privileged students from rural areas and economically backward classes; and (iii) to inculcate a competitive and humanitarian values in students.

As an affiliated college of Nagpur University, it follows the syllabi prescribed by the university for arts, science, law and commerce courses both at undergraduate and postgraduate levels in the semester as well as non-semester (annual) patterns.

The college offers B.A., B.Com. (through English and Marathi media), B.Sc., LL.B. (three year and five year courses) and M.A. in English, economics and Marathi; M.Com. through English and Marathi media; and M.Sc. in chemistry and computer science. In addition to these, the college offers 15 career-oriented certificate courses. The college has industry network and students are trained through it according to placement requirements. It organises study tours, excursions and guest lectures and a large number of dignitaries have visited the college. The college holds seminars, workshops, exhibitions, social awareness and developmental programmes in collaboration with many organisations. It obtains feedback from academic peers and employers on its teaching programmes and from industrial units, college alumni, teachers and students. Efforts are made to bring suitable changes in the curriculum after interaction with local industry, industrialists and alumni. The college also imparts instruction in some special areas such as the philosophy of Dr. Ambedkar, Pali-Prakrit, sports management and electronics. To introduce a new programme of study within the regulations of the university system the college requires approximately ten months. Some staff members of the college are on university academic bodies and they are actively involved in making curricular changes. The college has established a few national tie-ups for academic programmes.

Criterion-II: Teaching - Learning and Evaluation

Admission to various courses is made on the basis of the past academic record of candidates but admission to some courses like computer science, electronics, biochemistry, and psychology is strictly made on merit. Within one month of admission, every student admitted to these courses is given an aptitude test. Weak students are provided remedial classes. The college uses 'DACN pattern' of teaching methodology in which it holds periodical examinations. All teachers maintain individual daily diary to be reviewed every month by the HOD. The college conducts periodic tests whereas practical tests are conducted at the end of the term. Performance of students is communicated to parents during parent-teacher meetings and students are guided to improve their performance. Students are also given class seminars. Promising students are given special attention and advanced learners are encouraged to take part in inter-collegiate, state and national level competitions. Teachers are given sufficient time to prepare their teaching plan in advance and they are submitted to the respective Heads of Departments before the new session starts. The syllabi are unitized according to the teaching schedule and the entire teaching work is monitored by HODs and the Principal. The college holds seminars and class discussions to motivate students to supplement the chalk and talk method of teaching Audio-Visual aids like slides, charts, transparencies, OHP, etc are also used while teaching.

The college conducts educational tours for students. A wide range of academic events are organized throughout the year. There free Internet facility for students and free counselling facility is provided by the Psycho-Social Cell. The college conducts free blood grouping tests for students. NSS volunteers and NCC cadets regularly clean the college campus. The college arranges many guest lectures to supplement the teaching programme.

Information regarding examination schedules, evaluation methods and tests is communicated to students through the college prospectus which is annually published. The college follows regular selection procedures to select teachers according to UGC and state govt. regulations. However, no recruitment has been made during the last two years due to the ban on appointments imposed by the state govt. The college has freedom to appoint contributory teachers on temporary basis both at PG and UG levels for which subsequent approval of the university/govt. is taken. Out of the teaching staff 15 have participated in national seminars and 3 in international conferences. Five teachers were resource persons at national workshops and one at an international seminar. The college follows the annual self-appraisal method and the reports are used for the placement of teachers in higher scales of pay. Student evaluation of teacher performance is being followed successfully, and the feedback is passed on to the respective teachers for improvement. The college conducted many state/national level/UGC seminars and organised conferences in different disciplines. In addition to this, appraisal is also made through supervision by Heads of Departments under the guidance of the Principal. Two teachers have received outstanding

teaching/literacy awards including the Principal. During the last two years three teachers benefited from the Faculty Improvement Programme of the UGC for doing Ph.D. whereas 5 and 2 teachers attended refresher and general orientation courses respectively. The college has the facility of OHP, LCD computer laboratory and one media centre for use by faculty members.

About 70% of students belong to SC/ST and majority of them are from rural areas. Periodical meetings of students are arranged by the college to understand and solve their problems. The college conducts remedial classes in mathematics, accounts and English for SC/ST and educationally disadvantaged students with the financial support of the UGC. The Department of English conducts classes in spoken English.

There is a student training cell which works in collaboration with Vidharbha Industries Association and UNNATI training programme. The Entrepreneur Development Cell of the college, in collaboration with the Maharashtra Centre for Entrepreneur Development, Nagpur, trains students for self-employment and it also helps them to earn while learning. A few industrial units collaborate with the college to identify potential students for employment training. The college holds collaborative programmes with IACIT, Nagpur University, Lions Club and a few other associations.

Criterion-III: Research, Consultancy and Extension

The college promotes research activity along with teaching. Teachers are given study leave and seed money and their teaching schedule is adjusted to facilitate their research/work. The college has constituted a research cell. Many teachers of the college are recognised research guides of the Nagpur University. 13 teachers have guided research as supervisors for Ph.D. Teachers are encouraged to do part time research. 6 teachers did M.Phil. and 14 have obtained Ph.D. degrees. 7 teachers were sponsored as delegates in academic events and extension activities and duty leave was granted to them. The college has encouraged teachers to undertake research work in collaboration with national research institutes. About 70% of teachers are engaged in research out of whom 15 are doing full time and 8 part time research. One teacher is a research consultant at the Central India Institute of Medical Sciences. Teachers of some science and other departments have submitted proposals for Minor Research Projects to the UGC. A few of them have received financial assistance for their research projects. Some teachers have authored books and published research papers. Some are members on various committees and university bodies. The college has 28 on-going Minor Research Projects with the total outlay of Rs.17.5 lacs. It has made provision for consultancy services also. The college has designated one person to be in charge of extension activities like community development, social work, health and hygiene awareness, medical camp, adult education and literacy, blood donation camps, sickle cell detection camp, anti-smoking and tobacco awareness camp, AIDS awareness and environmental awareness camps. The college has NCC and NSS units which participate in annual camps in villages for laying roads, clearing sewage and to offer

advice to villagers on health, hygiene, sanitation and small savings. NCC cadets have excelled at state and national levels and many participated in Republic Day camps in New Delhi. The NCC and NSS volunteers of the college assist the state administration in crowd control, women development programmes and social service projects. Teachers are given special duty leave for extension activities and students are given incentive marks in the university examinations for NCC/NSS achievements. The college participates in extension activities as planned by university with NGO's and GO's. Legal aid camps were held in rural areas and free legal advice was given to the poor by students of law. The college has a well equipped gymnasium and the Yoga classes are also held.

The Staff Council of the college has adopted old-age homes and an orphanage as part of the social service league. The college has adopted the village, Sargaon, for its upliftment towards making it a model village. There is a Recurring Deposit(Gold) scheme for teaching and non-teaching employees.

All the teachers of the science faculty are members of the Indian Science Congress Association (Kolkata) and some are members of academic and professional bodies. One teacher of the Bio-Chemistry Department is an acclaimed scientist and is presently working in U.K

The Department of Botany has an MoU with the Central Institute of Cotton Reaseach (ICAR), and there is research collaboration with the Central India institute of Medical Sciences and M/S Baidyanath in biochemistry. The college provides assistance to teachers for publishing papers in academic meets and journals.

The Department of English has set up one "Study Cell" for updating knowledge and "Moot-court" training; and panel discussions are held in the Department of Law. The Marathi Department has done research work on Dalit literature and the writings of Dr. Babasaheb Ambedkar.

Criterion-IV: Infrastructure and Learning Resources

The college has expanded its infrastructure facilities to keep pace with academic growth. The grants received from the UGC/state govt. as Five Year Plan proposals are utilized for this purpose. As for maintenance, the college has hired the services of a security agency which provides round the clock vigil on the campus. The college provides for the optimum use of its infrastructure by holding classes in three shifts between 7.00 am to 9.00 pm. The college hall is used for seminars, guest lectures and cultural functions.

The college encourages joint research work in science laboratories with research organisations. University examinations, State, UPSC, Railway Board, Staff Selection Commission and Directorate of Technical Education examinations are held in the college premises.

Periodical maintenance is taken care of by non-teaching staff, whereas technical staff care for electrical installations and gadgets. Botanical garden, green house and aquaculture pond add to the natural grace of the campus.

The college had one MoU with UNICEF for research on fluorosis and the Department of Botany has an agreement with the Central Cotton Research Institute, Nagpur for research activity.

The college library functions through an advisory committee. The library has the Book Bank facility and is inter-connected with other libraries for inter-library borrowing. It has computerised facility for its users and has installed the SOUL- INFLIBNET software. The library purchased 855 books as a cost of Rs. 1,62,036/-, 35 journals/periodicals costing Rs. 12,653/- during the last year. It has facilities like reprography, audio and video cassettes and computers. It has a total number of 48,415 books and it subscribes for 102 journals and magazines. It also subscribes to 17 newspapers. It works from 7.00 a.m. to 9.00 p.m. on all working days. The college has libraries in many departments. The library works for 234 days. It library has a total number of 48415 books and 102 journals/periodicals/magazines.

The college has the Computer Centre with 45 computers which is open on all working days from 7.00 a.m. to 9.00 p.m. The Computer Centre conducts certificate/diploma courses in computer science and training programmes for both staff and students. The total number of computers in the college is 67.

The college has a dispensary and periodical medical check up is arranged for students. Staff can avail themselves of medical reimbursement facility from the govt. The college conducts periodical blood donation camps.

The college has a gymnasium, sports equipment and playgrounds for football, volleyball, hockey, athletics, kabbadi, korfbal, and cricket for both men and women. It has multiple sports and gymnasium equipment and special programmes are organized to facilitate play and to reward sportspersons. Cash prizes and blazers are given to outstanding sportspersons. They are also given incentive marks as per Nagpur university ordinances. During the last year students participated in regional and national sports. The cross-country girls' team secured the third place in Nagpur University. The college was winner of the Nagpur University Inter Collegiate Chess Tournament 2002 and 2003. Four students participated in national level tournaments. The College does not have any hostel accommodation but there is a government hostel *Chokka Mela* a hostel run by the Social Welfare Department of the Government of Maharashtra which accomodates students if they need residential faculty. The college won the inter-collegiate hockey both men and women during 2003. The college sports persons are also declared to be the best in individual events in 100mts free style swimming, 100 mts. fastest runner of the university. One student played for county cricket in U.K. There were 23 students on various university teams

in 2003. Visually handicapped students of the college also played in international sports meets. It has support services like the central library, computer centre, health centre, housing plots, canteen, a cell to redress grievances, welfare schemes, vehicle parking shed, gymnasium, a botanical garden, an aqua culture pond, a green house, Women's Development cell, xerox, the Entrepreneurship Development cell, the Legal Aid Centre, the Internet Centre, Employee's Credit Society, alumni association, HRD cell, and psycho-social cell).

Criterion-V: Student Support and Progression

Students of the college achieved good results and won university ranks in university examinations. Financial aid is provided to needy students whereas SC/ST students are given scholarships by the government. The financial aids available to students include EBC, PTC, GOI scholarships, concessions to wards of defence personnel, ex-servicemen concessions, women student concessions, blind student concessions and merit scholarships. A large number of these were given to students during the past two years. In addition to scholarships, poor students are given opportunities to earn while they were learning. There are 15 visually impaired students in the college. Students are provided the facility of free insurance cover, study tours, excursions and other extra activities. The college publishes its updated prospectus annually which provides details of courses offered, policies and criteria of admission, and admission forms;

The college has a Placement Officer. The Employment Guidance and Information Cell provides information on job opportunities. It also has the Entrepreneurship Development Cell for employment guidance. The college has an alumni association which is quite active. Some of the alumni hold prominent positions. Teachers pay special attention to weak and needy students by offering personal and academic counselling. Five students have cleared the UGC-NET examination during the last five years.

Students are involved in various all-round activities like debates, social service, fine arts, science forum and quiz to sharpen their talent and they are involved in organising various events for developing leadership qualities. Various annual science events create the science temper in them. Students are also encouraged through self-employment and self-development programmes.

Recreational and leisure time facilities available to students are indoor and outdoor games, debate clubs, student magazines, cultural programmes, audio-video facilities, dance/music competitions and essay writing. The college has NCC and NSS units which organised various camps and other social service activities. NCC cadets of the college made outstanding performance in camps and the NSS unit conducted many important activities. A large number of extra-curricular activities and artistic contests were organised and students won many prizes. The college publishes its magazine *Deep* annually and a quarterly newsletter *DACN ECHO*, both of which have student participation. The college collects feedback from UG and PG students on academic and other issues. It has introduced student evaluation of teacher performance

which has evoked good response. The college also collects feedback from parents and alumni.

Toppers in each subject are given cash prizes and interactive sessions are held with them. Law students provide free legal aid and one centre is established in the central jail and the other in the village, Sargaon. Students developed low cost electronic projects for the college.

The college has provision to admit overseas students and has one Adult Education Cell. The other support services to overseas students are: one window admission service, overseas students' office, police clearance, special accommodation in the university hostel, and induction courses.

Criterion-VI: Organisation and Management

The college has a good internal co-ordinating and monitoring mechanism through meetings of the Local Managing Committee and periodic meetings of the Staff Council. For good governance it has various committees like the Admission Committee,

Time-Table Committee, Discipline Committee, Examination Committee, Library Advisory Committee, Editorial Committee, Purchase Committee, Staff Council, Internal Audit Committee, College Development Council, Extra-Curricular Activities Committee, Student Training Cell, Student Grievance Redressal Cell, Research Advisory Committee, Entrepreneurship Development Cell, Staff Grievance Cell, Hematology Center, English Literary Society, Marathi Literary Society, Psycho-Social Cell, HRD Cell for staff members and Women's Development Cell. Periodical supervision is made by the HOD and the Registrar to check the working of non-teaching staff. The college Principal works for better organisation and management. Separate Committees of science and arts/commerce departments were also formed for improvement and monitoring.

The college has faculty-wise committees to prepare the academic calendar. Besides mechanisms to take care of work efficiency it is advisable to encourage professional development of administrative and technical staff through various training programmes.

The college has a surplus budget and it follows the internal audit system. The various welfare programmes of the college for students and staff are: scholarship and fee concession, remedial coaching, spoken English classes, Psycho-Social Cell, free insurance cover, the Book Bank facility, personal and emergency loan, housing plots, annual recurring deposit scheme, financial assistance, and group insurance along with various freeships and concessions.

A grievance redressal cell takes care of individual as well as group problems of students, teaching and non-teaching staff. The Local Management Committee also takes care of staff problems. The staff of the college get regular and emergency loans from the Employees Credit Co-operative Society whereas medical or house loans, etc. are also provided from the Provident Fund Account.

Criterion-VII: Healthy Practices

The Peer Team has identified a few unique features, which enhance the academic ambience of the institution. They are as follows:

- The college imparts value-based education also through NSS activities, social awareness programmes and other activities of students.
- The college organises lectures by eminent persons/dignitaries to inculcate the sense of civic responsibilities and awareness of social, economic and political problems.
- The college organises various competitions like debate, singing, elocution, etc. for all round personality development of learners.
- It encourages students to acquire various skills especially in communication and computer application.
- It caters to student needs through many social projects and programmes for social reform and upliftment of the poor.
- The Staff Council of the college discusses and suggests measures for quality maintenance.
- College staff, the Principal and the Management have good working relations.
- The college has commitment to widen access to higher education for socially and economically backward residents.
- Involvement of the maximum number of staff in academic and administrative matters through various committees.
- use of the college Library by outside research and PG students.
- democratic norms followed in decision-making.
- devotion and commitment to impart excellent education to SC/ST students, the downtrodden, poor, visually impaired and semi urban students.
- The college provides facility for conducting UPSC, Railway Board and govt. departmental examinations.
- awareness programmes like torch rally, legal aid and collaboration with research organizations and social groups.

- birthday and wedding anniversary greetings to employees
- instant relief to employees in emergency
- housing plots at low cost, Gold Scheme and free insurance for non-teaching staff.
- rotation of Headship and granting of seed money.

Section-3: Overall Analysis

The Peer Team, after going through the Self-Study Report, and after its review of various academic and physical facilities, is appreciative of the progress of Dr. Ambedkar College in imparting instruction to students of semi urban/urban areas especially to its target population of the suburbs of Nagpur.

The Peer Team commends a number of features of Dr. Ambedkar College's approach to quality education and standards. Also it would like to bring to the attention of the college certain concerns. It would like to commend the institution for the following aspects:

- encouragement and the support given by the Management to the institution.
- dedication and commitment of teaching and non-teaching staff to the development of the college.
- facility of a good number of courses in the four faculties.
- visionary and effective leadership of the Principal and good human relations resulting in efficient teamwork.
- maintenance of effective discipline.
- facilities to promote student participation and achievement in sports and extra-curricular activities.
- adequacy, maintenance and plans for development of infrastructure and resources.
- recognition of achievements of students in studies as well as co-curricular and sports activities.
- imparting quality education to backward, down-trodden and SC/ST students.
- an outdoor stadium is a significant feature of the institution.
- library facility with a rich collection of old and new books.
- provision of medical attention and free treatment.

- free insurance cover to all students and non-teaching staff.
- good national collaboration and visits of eminent speakers.
- students admitted with low percentage are paid special attention to improve their performance in the final examination.

Keeping in view the plan of the institution, the Peer Team would suggest the following for the institution to consider:

- While the Peer Team appreciates the overall mission of the college, which is education to semi-urban/urban and rural youth, the college may make further efforts to evolve a future vision document with accompanying objectives and strategic plans.
- Given the potential of alumni they need to be mobilized for the development of the institution in terms of financial support, collaboration with industry and job placements for students, interaction between past and present students to reinforce motivation.
- A separate building for the Law Department and additional class rooms for the main college are required.
- More space for the library, separate PG science laboratories and better canteen facility may be provided.
- The college may plan to initiate new courses like M.Sc. biotechnology, M.Sc. electronics, LLM and a few more relevant professional/technical courses that may enhance self-employment opportunities.
- The college may establish a language laboratory to strengthen language teaching.

The Peer Team is of the opinion that this exercise will be useful to the institution and will go a long way to initiate quality enhancement strategies for its further growth and development.

6. Smt. Surajba College of Education Mumbai, Maharashtra (Assessment Report for Institutional Accreditation)

Section-I: Preface

Gandhi Shikshan Bhavan's Smt. Surajba College of Education (SCOE), was established on October 2, 1969, the birth centenary of Gandhiji, by the Indian Council of Basic Education, a body registered in 1963 under the Bombay Public Charities Trust Act of 1950. The seed idea of establishing this institution can be traced back to the country-wide debate on Gandhiji's proposal for radical reorientation of educational policy in India initiated in 1937. This institution, since its establishment has been promoting the cause of teacher education rooted in the philosophy of Basic Education. Throughout its history of almost thirty-five years, the core of its teacher education programme has remained unchanged in terms of its essential values and objectives. SCOE is even today affectionately referred to only as *Gandhi Shikshan Bahvan* (GSB). During these years it has tried to impact the theory and practice of teacher education in the country through the seminal work of its teacher educators led by Shri. Vajubhai, a renowned teacher and teacher educator who was the founder Principal of the institution. It has all along tried to modify its programme taking cognizance of the changes in the socio-political context of education and the need and aspiration of the metropolis. Yet its core has remained firmly rooted in Gandhian philosophy.

SCOE offers a one-year regular face-to-face mode pre-service programme of teacher education leading to the degree of B.Ed. of the University of Mumbai. It is a grant-in-aid Teacher Education Institution (TEI) located on a compact campus of 1.15 acres in what has now become a posh urban area of Mumbai. Its B.Ed. programme was recognized by the National Council for Teacher Education (NCTE) with a sanctioned intake of 80. During the academic session 2002-2003, SCOE had a faculty of 7 in addition to the Principal and the librarian. Of these, two faculty members were appointed on *ad hoc* basis. During the current (i.e. 2003-2004) session and after September, 2003 the faculty have been reduced to six, two of them are on probation. Those below 19 years of teaching experience, have all qualified themselves in the NET/SET. Two faculty members are yet to be appointed by the Management after the sanction of the posts by the Govt. of Maharashtra. The faculty are fully qualified according to the NCTE norms. SCOE has three technical staff and six administrative staff. In terms of its support service staff, SCOE is quite well equipped.

The current intake of 80 students comprises 59 female and 21 male students. Of these 60 (female=47, male= 13) are from Mumbai and another 17 (female =9, male=8) are from the rest of the state of Maharashtra. The remaining 3 are from other states of India. The annual examination results of

SCOE students for the session 2001-2002 was 94.7% at was 87.17% for the 2002-2003 session. Of those who passed in the earlier batch 8.3% were placed in the first division. Of those who passed in the next year 14.7% were placed in the first division. In addition to its B.Ed. programme, the institution offers a one-year programme in Early Childhood and Care Education with an intake of 40. This Peer Team report deals with only the B.Ed. programme.

The 'unit cost' for the B.Ed programme of SCOE is Rs. 43,493. The institution follows the annual system for its B.Ed. programme as prescribed by the affiliating university. The SCOE is very well equipped with various support services for its B.Ed. programme. It has developed enduring collaboration with the Education Department of the Municipal Corporation of Greater Mumbai for whose teachers it conducts in-service and orientation programmes. Teachers of neighbourhood schools (one of these has been adopted by SCOE) and those of the disadvantaged sections of the city residing in Harijan Colony and Fisherman Colony also benefit from the services. Besides this, its students are involved in social service activities organized in rural areas and in other institutions for deprived and needy sections of the metropolis.

SCOE volunteered to be assessed by the National Assessment and Accreditation Council (NAAC), Bangalore. It submitted its Self-Study Report (SSR) to the NAAC in December 2003. The NAAC constituted the three member Peer Team comprising

Prof. V.K. Sabharwal, former Dean and Head, Education, University of Delhi, as Chairperson-Coordinator; Prof. H.O. Joshi, Department of Education, Saurashtra University, Gujarat; and Prof. J.S. Grewal, Director, Department of Multimedia Education (DME) M.P Bhoj (Open) University, Bhopal as members to visit SCOE and validate its Self-study Report. The Peer Team visited SCOE on February 13 and 14, 2004.

The Peer Team studied and analyzed the Self-Study Report submitted by the institution. It examined all relevant documents made available by the institution, visited the departments and laboratories and took note of the equipment and facilities available. It reviewed all academic, co-curricular, extra-curricular programmes of SCOE and interacted with various groups of stakeholders viz., the Management, the Principal, the faculty, students, non-teaching staff, alumni and parents, Besides, it visited select schools where SCOE organizes its practice teaching programme. Based on the information and insights generated through these inputs, the Peer Team assessed SCOE on the basis of its strengths and noted areas which needed further improvement. Criteria-wise analysis of the working of the institution is given in Section II of this report while overall analysis and suggestions for further improvement are outlined in Section III

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

Till the session 2002-2003, admission to the B.Ed. programme in this institution was made through a centralised admission test conducted by the university. With effect from the 2003-2004 session, the University of Mumbai has directed all its affiliated TEIs to make admissions following their own processes. Accordingly, SCOE constituted an Admission Committee comprising two members of the Management and three faculty members. The 2002-2003 session started on 13/06/02, the last admission was made on July 15 and the session ended on 30/03/03. SCOE had 203 teaching days and 213 working days during the 2002-2003 session which exceeded the NCTE norms. B.Ed. students had 23 days of pre-practice teaching preparation; their school-based practice teaching was spread over 47 days in 20 schools. During the last session, each B.Ed. student demonstrated 5 microteaching lessons in SCOE and 25 lessons in intact classes in allotted schools. During the current session (2003-2004), each student is to demonstrate 5 microteaching lessons, 10 simulated lessons and 20 wholeclass lessons in a school. It has evolved a system of tests of content knowledge and skills for its students after admission. It has made arrangements for updating of content area knowledge of backward and educationally disadvantaged students and for providing greater cognitive challenge and responsibilities to its advanced learners. The B.Ed. syllabi are already unitised by the university; however, faculty can change the sequence of teaching various units or give more teaching time to certain topics, if necessary. Its students have flexibility in the choice of medium of instruction, opting for one out of three special fields of study and a particular SUPW or work experience they wish to pursue. It has been following a well-stated goal for its B.Ed. programme viz.; “to bring about change in society, so that the secular colour, democratic aspects, modern outlook and caring attitude enshrined in our constitution should live and prosper in the truest sense”. In order to achieve this goal, the SCOE faculty use a variety of teaching-learning methods and strategies, including essay writing and paper reading and work with non-formal agencies, co-curricular activities and strategies for vocational/creative skills. SCOE has evolved a system of obtaining feedback on its B.Ed. programme from academic peers and employers through meeting with Principals, their visits to SCOE and school teachers and observation of trainees’ practice teaching. However this arrangement needs to be made more systematic and formal in terms of obtaining feedback. It claims that it can launch new programmes within the existing system in three months. The ECCE programme was launched by SCOE in this manner. The institution has introduced the special field of study “Education for Rural Development” in the B.Ed. curriculum and has been instrumental in starting a course for the M.Ed. programme of the University of Mumbai. It has a well-run scheme of social service and community work. It has tried to promote learner-centred pedagogy through its B.Ed. programme in considerable measure, however it may now focus on providing such learning experiences to its students as would enable them to use learner-centred pedagogy in their classrooms. It is yet to provide learning experiences related to inclusive education to its students.

The University of Mumbai prescribes only one-week school-based practice teaching; it organises a 3-week internship for the entire course. Its relationship with schools is commendably fruitful. Community work and SUPW/work experience constitute two strong components of the SCOE B.Ed. programme. It does not have a formal mechanism to ensure how far its mission and objectives are being attained by its students. It holds its institutional convocation every year.

Criterion-II: Teaching - Learning and Evaluation

SCOE develops its academic calendar every year. It promotes interactive teaching-learning through a variety of learner-centred experiences in group settings. The institution stocks a large number of conventional as well as cassette-based teaching-learning aids and materials. In addition, all students prepare teaching aids for use in the classroom. Theory courses are transacted through lecture, seminar, paper presentation, etc; preparation for practice teaching is quite comprehensive. Actual classroom teaching is during practice-teaching preceded by micro lessons (5) and simulated lessons (10) besides demo lessons (at least 2) by each faculty member. Practice teaching is organized by SCOE for a group of about 10 students at the most in each school. Each student teaches 20 lessons (10 for each teaching subject) to intact classes. Besides, each student observes 30 lessons given by peers and school teachers. During practice-teaching more than 300 lessons are observed and evaluated by each supervisor, on an average reflection on teaching by students is mostly informal and through discussion with peers and supervisors. It needs to be institutionalised so that it may help students further improve their teaching style. SCOE has developed longstanding networks with schools and the community. Its students are made familiar with evaluation methods and the university scheme of evaluation and examination through orientation programmes as well as interaction with alumni. It uses paper-pencil means for self-appraisal by the faculty and for appraisal of faculty by students. Two of its teachers were recognized for their services and honoured by the University of Mumbai during the last three years. The institution has been organizing Gandhi Shikshan Bhavan's foundation lectures by eminent educationists every year. It has been trying to promote Gandhian values, civic responsibilities and community orientation through a set of activities using diverse strategies. The institution ensures that course objectives are attained through a well designed programme of academic activities and through personality development. Faculty have evolved a reliable system of students' overall performance and achievement of course objectives. SCOE encourages its faculty to participate in various state level academic activities for their professional growth. During the last two years, five faculty members participated in various state level seminars and conferences. The institution has since long been practising faculty self-appraisal as well as student appraisal of faculty performance. While making faculty appraisal, the anonymity of student appraisers is ensured. Feedback on students' appraisal of the faculty is provided to teachers by the Principal. During the session 2001-2002, three staff members attended a 4-week refresher course and an orientation programme organised at other higher education institutions of Maharashtra. Almost 50 per cent of the faculty have received

Best Teacher awards from the University of Mumbai during these years. SCOE has a very sound programme of promoting value education for its students through a set of co-curricular activities which include *Sarvadharm Prathana*, seasonal as well as, social festivals, community work, *SUPW*, exhibitions of khadi and visits to a lepers' colony and service oriented institutions for the needy and elderly like the Cheshire Home, etc. Through these activities the institution ensures that students are able to develop a sense of social responsibility, empathy, sensitivity and community orientation. During 1997-98, the institution undertook a unique project of documenting the lives of a number of unknown freedom fighters residing in Mumbai and organized a seminar and also published a document based on this project. It has also evolved a tradition of organizing extramural talks by eminent experts. This is now a strong component of the B.Ed. programme every year. Through these talks on topics like women's empowerment, violence against women, anti-dowry movement and communal harmony the institution tries to influence the thinking and personality development of its students.

During the current session the institution organized a seminar on " Ahimsa and Terrorism?" which was organized by students. The programme received a good press coverage. The B.Ed. programme is multi-faceted and it promotes various skills like 'learning to learn', 'communication skills', 'learning to work together as well as independently'. However the institution needs to take up ICT as a strong teaching learning resource for its students as well as faculty. For this it needs to set-up a well-equipped computer lab and procure at least 10 additional computers with LAN set-up.

The University of Mumbai's B.Ed. programme carries 1000 marks (500 marks for Theory and 500 marks for Practical and Internal Assessment). SCOE organizes its internal evaluation programme through theory-related essay assignments, general assignment, project work, practice teaching, term test, tutorials, seminars, community work etc. SCOE maintains proper and complete work record of its internal assessment for in-house use. The internal assessment is done objectively and conducted by a team of faculty members and also by individual faculty members.

Criterion-III: Research, Consultancy and Extension

Earlier, SCOE had a strong M.Ed. (Masters of Education) programme which was discontinued later on because all postgraduate programmes were centralized by the University of Mumbai. The institution has been publishing the Journal "Quest in Education" for publishing and highlighting its research activities, including research conducted at the M.Ed. level and action research conducted by the faculty. Now the outputs of action research by faculty and students are published in this journal. The institution has a three-member research committee headed by the Principal. It promotes faculty research by adjusting their teaching schedules. Two faculty members have Ph.D. degree, and three more are currently working on their doctoral research. Different faculty members represent their institution on various university bodies and academic committees. Because the institution does not offer any M.Ed. programmes now,

it does not have any research scholar on its rolls. However over the years faculty have completed a number of action research projects and they also guide students to complete their action research. Extension activities are the common responsibility of the faculty and because of the limited number of faculty members, the Management has not designated any particular faculty member as solely responsible for them. Many community related activities of SCOE are essentially outreach programmes which are an integral part of the B.Ed. curriculum. Students develop self-instructional materials (SIM) especially in more structured disciplines like mathematics and science. The institution has developed various non-print materials which are used for promoting student skills and to support classroom teaching.

Criterion-IV: Infrastructure and Learning Resources

The institution has a spacious three-storey building. SCOE functions from the ground floor while the first and second floors accommodate its experimental school and ECCE programme. The campus has lot of greenery and is admirably maintained. Classrooms are spacious enough because when the institution was founded land was available in plenty. The library is accommodated in a room with the floor area of 800 sq. ft. The community hall has an area of 1452 sq.ft.; the methods' room has an area of 714 sq.ft. The institution has two lectures halls, the methods rooms are also used as a lecture hall when required. Girls' and boys' common rooms are located in two different wings of the building. Space is quite adequate for about 100 students. Depending upon the nature of the activity, all infrastructure resources of the institution can be utilized, if more room is required. The library and audio-visual aid section of the institution are used by other educational institutions of the city as well. The library has a 3-member Advisory Committee. Its stock consists of 19374 books; of these 656 constitute the Book Bank which is liberally used by students. The library uses the Brown and Brown system for issue and return of books. Each student gets 3 tickets: one for borrowal of books for home reading, another for maps and the third for magazines. The average number of books issued to students ranges between 35 and 40 per day. The library follows the open access system, while the reference section is in closed shelves. The number of books, written off in a year is almost negligible. The reading section is within the library and it has 43 chairs and 9 tables. The library staff consists of two members: one is the librarian who is in the Selection Grade of pay and the other is a Library Assistant. At present, the library stock is being put on the computer with the help of The "Mindmill" software. The library receives 9 educational journals of which 4 are in Marathi and 1 is in Hindi. It receives 2 daily newspapers, one English and another Marathi. The expenditure on the purchase of new library stock was Rs. 16000 in 2001-02, Rs. 4500, in 2002-2003 and till date it has been Rs. 16000 in the current session. The institution has recently received the UGC grant of Rs. 1,04,040 for Five-Year Plan period. During the current session the average number of books issued to faculty on each day is 14.5 only. The institution has a photocopier, a cyclostyling machine, 5 computers and an internet connection and a number of audio-video cassettes and CD-ROMs. Besides it has an adequate number of historical and geographical maps, globes, charts and photographs

and pictures for teaching science and social studies. Out of 5 computers, two have black and white and the other three have colour monitors. The institution has 2 slide projectors and 2 OHPs. Three computers have Pentium-III processors with 64 MB Ram, 1.44 MB FDD and 20GB HDD configuration. The programme used is Windows 98 SE. The institution has also Smart Suite and AntiVirus McAfee and a bi-lingual (Hindi, Marathi programme titled “*Akruti*” The psychology laboratory is well equipped for experiments. SCOE students conduct more experiments than are prescribed by the University of Mumbai. They are divided into four groups on the basis of their media of instruction and examination (Hindi, English and Marathi) for work in the psychology laboratory. Paper-pencil tests and apparatus-based psychology experiments include a variety of themes. These tests and equipment are more than the requirement prescribed for the B.Ed. programme. The institution has more furniture and equipment than that which is prescribed by the NCTE. It has a small co-operative canteen which meets the needs of faculty, students and the school. The institution has 280 chairs, 37 tables, 16 desks, 7 cupboards and 11 filing cabinets. The library has as many as 43 cupboards for library stock; in addition it has other small furniture items as well. Health services are provided to SCOE staff according to the rules of the Government of Maharashtra. A doctor who is also an alumnus of the institute regularly attends on students. Students participate in local activities. During the current academic session they have participated in 10 such programmes and have won two prizes. Under SUPW/WE students participate in one of the four activities including cardboard work, tailoring, jute work, embroidery and puppet making. Now the institute needs to add computer as one of these activities. The institution does not have a hostel of its own nearby. However it helps students to find reasonably cheap accommodation in the neighbourhood.

Criterion-V: Student Support and Progression

SCOE faculty work throughout the session in a manner that enthruses all students who join its programme. Almost 100% of its students enrol and appear for the final university examination. Because the institution does not have a placement cell, it does not have data regarding progression of students to employment. Most of its alumni serve the state school education system as teachers, some as Principals of colleges. As many as 17 of its alumni have served or are serving as Principals of various schools in Mumbai. The institution keeps in touch with, and takes care of, its alumni in various ways. Some of the outstanding alumni have won state awards and one has received a national award. SCOE systematically collects feedback from its students which is used for improving its curricular and co-curricular activities. As many as 56 students come from educationally and socially disadvantaged sections of society. They are provided scholarships and freeships according to the policies of the central and state governments. During the session 2001-2002, 33 students received fee-concessions, 2 were helped from the Students' Aid Fund and 5 others received financial support from “Dr. Asha Kalla Students Help Fund”. Late Dr. Asha Kalla was the Principal of SCOE. After her demise, an endowment fund was created in her memory to help needy students. SCOE has evolved a very effective system of guiding and counselling its students.

A group of 10 students is entrusted to each faculty member who acts as a counsellor and guides them. Interaction with students revealed that the arrangement works very effectively. The institution has a well-organized alumni association with an alumnus as its President. Interaction with alumni and parents revealed strong bonds between them and the institution. The Alumni Association has taken up the responsibility of organizing the institutional convocation every year for students who pass out. Felicitation functions for alumni who win awards are also organized by the Association. The President of the Alumni Association assisted by others, plays an important role in formulating the policies of the institution. SCOE has an 8-member Student Council which is an elected body. The Council plans and organizes co-curricular activities. It looks after the campus, organizes welfare activities and helps to resolve problems of students with the help of the Principal. The institution does not have any overseas students on its rolls. It has adequate facilities for indoor and outdoor games. It organises cultural activities. The Nature Club is quite active.

Criterion-VI: Organisation and Management

SCOE has an eleven - member Local Managing Committee (LMC) as required by the affiliating university. The LMC is headed by the President of the Governing Body of SCOE and it has 3 members from the teaching faculty and one from non-teaching staff. The Principal is its ex-officio Secretary. The institution also has a 3-member Steering Committee, and a 4-member Examination Committee. Besides, there are the Field Visit Committee and the Campus Beautification Committee. The University of Mumbai appointed a fact-finding committee through its Academic Council and this Committee rated SCOE as a "GRADE A" institution. Grade A institutions are those which require minimal additional inputs for further improvement. The institution prepares its academic calendar with the help of its faculty. The calendar is based on the academic programme, prescribed by the University of Mumbai and the goals and objectives of the institution. The academic calendar for the session is the basis for preparing the monthly academic schedules which, in turn, form the basis of the weekly timetable. Workshops on different topics are organised. Workshop time-tables are developed specifically for each workshop according to its nature and duration. The institution has also planned 10 workshops for its students during the current session. The duration of a particular workshop is determined by the theme of the workshop, e.g. Content Enrichment Workshop and Lesson Planning Workshop are of 2-day and 8-day duration respectively. At the end of each academic session, the institution develops a pie-graph on the distribution of teachers' work time during the session on 16 parameters. The institute charges tuition and other fees as prescribed by the university for aided institutions. The total chargeable fees were Rs. 8000 per student during the sessions 2000-01 and 2001-02. During the session 2002-2003, these were increased to Rs.10, 000 and for the current session the total chargeable fees are Rs.10, 500.

The institution receives grant-in-aid on its salary head only for teachers from the state government. Under non-salary head, it does not receive any grant-in-aid. The total grant-in-aid received under the salary head during the session 2002-03 was Rs. 32,60,954. Besides this a sum of Rs. 27,56,702 was also received as arrears in respect of enhanced salaries under Pay Commission. The institution has a deficit budget as a result of zero grant-in-aid for non-salary expenditure, The Management has an internal audit mechanism. SCOE has a grievance redress mechanism but the institutional environment is so homely that such problems seldom arise. In case of any grievance, the employee or the student concerned can always approach the Principal. SCOE is not required to maintain any endowment or reserve fund because it is a grant-in-aid institution. The institution does not have any twinning or student exchange programmes.

Section-3: Overall Analysis

Gandhi Shikshan Bhavan's Smt Surajba College of Education is a unique institution dedicated to the promotion of teacher education based on Gandhian Philosophy. The institution emphasises service to students from the disadvantaged sections of society and it seeks to make them confident and well-equipped professional teachers. It is committed to the cause of service and eschews commercialization of teacher education. It is one of those few institutions that publish an educational journal *Quest in Education*, the journal published by SCOE has been instrumental in publishing faculty research and students' action research projects in summary form and presenting these to the teacher education community. It has thus supported budding researchers and educational writers. Its faculty and students are the real strength of the institution, the faculty are totally committed and make themselves available for institutional programmes at all times. They lead their students by example and motivate them to achieve to the best of their abilities. Interaction with various stakeholder groups revealed that they are extremely happy with the activities of the programme run by the institution. However the Peer Team believes that excellence and quality have no limit and even the best programmes can be improved further. The following suggestions are based on the inputs received from various stakeholder groups and on internationally accepted healthy and innovative practices in teacher education for consideration by the Management and faculty of SOCE.

SCOE needs to improve its ICT related resources to enable its faculty and students to develop IT skills which can enable them to use online-learning resources for updating their knowledge and to further improve their performance. Since leading schools in the city have created excellent IT resources on their campuses, teacher education institutions have to catch up with them and create additional resources to help their students develop IT related competencies. SCOE may create and maintain a computer database of its students as well as alumni. This database would need to be updated from time to time. It can be helpful in creating strong bonds between the institution and its alumni and it can improve the administrative functioning of the institution as well.

The institution needs to develop its reference section and research literature section by purchasing publications like *“International Encyclopedia of Education”* and other recently published titles on educational and social research. This would enable both faculty and students to develop their research-related knowledge and skills. For this the institution may develop a proposal for one-time special grant from an apex funding agency, or a philanthropic trust. The institute may take a lead in promoting inclusive education and the strategies for its planning and implementation in the university B.Ed. curriculum on a priority basis. It has evolved a modular approach for developing instructional material and transaction of theory components. It may now consolidate and expand the use of the modular approach and share it with other teacher education institutions in the city and the state.

SCOE informally provides and uses most inputs for quality assurance of its programmes. It may now think of creating a Quality Assurance Cell for formalizing and institutionalizing its practices. It may also involve its Alumni Association in the spreading of quality assurance related practices to neighbourhood schools. To conclude, Gandhi Shikshan Bhavan’s SCOE is a teacher education institution with a difference. It is indeed unfortunate that the policy of the state government of freezing the creation of faculty positions, when faculty members retire, has made proper functioning of such institutions doubly difficult. It is strange that in spite of categorizing SCOE as an “A GRADE “ Institution, the University of Mumbai has denied it permanent affiliation so far.

The Peer Team records its appreciation of the ready co-operation and help received from the Management, the Principal, faculty, students, alumni and non-teaching staff. It is convinced that the institution can once again emerge as a leading institution in the country. It wishes the institution best of luck in its noble endeavour and in propagating value-based teacher education. The Peer Team hopes that it will consolidate and propagate its strategies of planning and implementing these for the effective conduct of its B.Ed. programme in co-operation with other sister teacher education institutions in this metropolis and the state.

7. Government Mohindra College Patiala, Punjab (Assessment Report for Institutional Accreditation)

Section-I: Preface

Government Mohindra College, Patiala, one of the oldest colleges in India, was founded in 1875. It is a living monument of rare glory and royal grandeur. At present, the college is affiliated to Punjabi University, Patiala. The campus of the college is spread over about 21 acres, situated in an urban area. It is funded by the Government of Punjab. The College was recognised under 2f and 12B of the UGC in 1956-57.

The College has the following goals and mission:

- a) Educational empowerment of a predominantly rural population;
- b) Imparting higher education to weaker sections of society;
- c) Educational enrichment of female population and
- d) Promotion of the Punjabi language

The College has two faculties – Faculty of Science with 5 departments; and Faculty of Arts with 19 departments; offering 7 undergraduate and 6 postgraduate courses. It collaborates with APTECH to offer certificate courses in computer training. It offers a UGC – sponsored undergraduate vocational course in advertisement, sales promotion and sales management.

There are 112 teachers, out of whom 54.7% are female. 30% of the teachers have Ph.D. degrees, while 50.9% of them have M.Phil. degrees. 41 teachers have done M.Phil./Ph.D. during their service in the college. Eight departments have one teacher each. There are 14 non-teaching personnel in the departments.

There are 4606 undergraduate and postgraduate students on the rolls. Out of them two are overseas students and 31% are women. Almost all students are from the state of Punjab. There are no research scholars. About 12% of the students secured first division; and 2.2% of them have obtained university ranks.

Education in the college was imparted free of cost till 1930. Women students are not charged any tuition fee upto the degree level.

A few years ago, the college was adjudged as one of the four “model” colleges in the state by the Government of Punjab. A commemorative postal stamp on the college was issued by the Government of India on March 14, 1988.

The college has a central library, a computer lab, a computer centre (APTECH), a health care centre, sports facilities, boys’ hostel, canteen, welfare scheme, a grievance redress cell, a swimming pool, a conditioning room for sports-persons, the Guidance and Counselling Bureau, girls’ common room, NCC, NSS, bank and others. However, the college does not have any collaboration with national/international institutions; it offers no consultancy service or self funded courses.

The college volunteered to be assessed and accredited by the National Assessment and Accreditation Council (NAAC). Accordingly, the Self Study Report was submitted to NAAC. The NAAC constituted the Peer Team to visit and assess the college consisting of Professor Bhoomitra Dev, Former Vice Chancellor, Gorakhpur University, Gorakhpur and Rohilkhand University, Bareilly, as the Chairperson, Professor K.S. Chalam, Professor of Economics and Director of ASC, Andhra University, and Professor N.S. Bhawe, Professor of chemistry and former Registrar, Nagpur University, Nagpur, as Members. Dr. Geeta Iyenger, Academic Consultant, NAAC, coordinated the visit of the Peer Team to the college. The Peer Team visited the college on November 12 and 13, 2002. The members of the Team widely interacted with the Principal, teaching and non-teaching faculty, students of the college, parents and alumni. During the visit the Team went through relevant documents and also visited the departments, central library, sports complex and other infrastructure facilities. Based on the above exercise, the Team recorded data under to the seven criteria identified by NAAC. The assessment of the college under the NAAC criteria, along with suggestions for further improvement are presented below:

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The college offers six postgraduate courses in English, economics, political science, history, Punjabi and Hindi; seven undergraduate courses, three of the science faculty i.e. B.Sc., TDC (Medical), B.Sc. TDC (Non-Medical) and B.Sc. (Hons.) and four of language and humanities, namely, economics and history B.A. (Hons.), English; and B.A. TDC. There are around twenty elective options including UGC sponsored vocational subjects in advertisement, sales promotion and sales management. English (communication skills) and Punjabi are compulsory. There are two senior secondary courses for medical and non-medical students. A diploma programme in computers is offered in collaboration with APTECH. There is scope for horizontal mobility between sciences, humanities and social sciences. The Principal and faculty display keen interest in designing new courses/syllabi under the approval of the university.

Criterion-II: Teaching - Learning and Evaluation

Admission to the undergraduate courses is made on the basis of marks obtained at the qualifying +2 examination. However, admissions to the postgraduate courses are made on the basis of ranks earned by the candidates in their undergraduate studies and also in their performance at the interview. After admission students undergo a continuous evaluation process (monthly test, mock test, quiz, etc.) Extra coaching is provided for both under-achievers the talented in order to raise standards of academic attainment. The college holds symposia/extension lectures for the benefit of students and teachers. It functions 265 days in a year out of which 180 are teaching days. The Parent-Teacher-Association (PTA) actively supports the academic activities of the college.

Teachers are selected according to UGC regulations and those of PPSC and the government. In the case of *ad hoc* faculty, they are appointed as and when necessary, subject to usual regulations. Teachers' appraisal is made on the basis of

- a) performance of students at the university examination;
- b) confidential reports written by the Principal of the college;
- c) feed-back from students who have passed the final examination, while they come to collect their marks sheets.

The college encourages teachers to participate in national/international seminars/ refresher, orientation courses. 41 teachers have taken advantage of this facility during 2001-2002. Some teachers were given awards for their excellence in teaching. A few of them have published books and papers.

Advance coaching is given to 10+2 students for admission to IIT/AIIMS/CBSE(PMT) and other professional institutions. In recent years, coaching for NET/SLET is also given to those who need it. The proposal to start remedial coaching to learners who are disadvantaged for various reasons is pending with the UGC for approval. Some departments are handicapped because of inadequate staffing and only one teacher looks after all the teaching, evaluation and tutorial work in several departments.

Criterion-III: Research, Consultancy and Extension

It is appreciable that as many as forty one teachers have completed their Ph.D/M.Phil. degrees during service. A few teachers guide research and they, also act as co-guides with supervisors from other universities. Full time research is not permitted in the college according to the regulations of the university. Therefore a few teachers were allowed to go on study leave to do their research. The college has not found the means to offer financial assistance to researchers. Some have authored books. The college encourages teachers and students to participate in extension activities like health and hygiene awareness,

adult education, awareness of AIDS and environmental awareness through NCC/NSS activities. Extension services are also encouraged by youth clubs and other associations independently. They also work in collaboration with NGOs. The college has excellent facilities for sports and games including a swimming pool. Many students are involved in sports and extension activities. The college provides these facilities also to outside students as a part of its extension activity.

Criterion-IV: Infrastructure and Learning Resources

The college, being the oldest in the region, has acquired very good infrastructure in course of time. Adequate number of teaching rooms (55 in number), lecture theatres (5 in number), laboratories to accommodate practical sessions, sports facilities, etc., are available. A conference room and an assembly hall are also part of the infrastructure. Besides these, the administrative block, play grounds for outdoor and indoor games, and the swimming pool are well maintained. Separate accommodation is provided to each department. The central library has a stock of 81522 books on different subjects and subscribes for 15 journals. The library maintains a separate section for text books. The Book Bank facility also exists for students who cannot afford to buy costly text books. There is a periodical section also.

The maintenance and upkeep of the infrastructure is taken care by the P.W.D, of the Govt. A beautification committee has been formed to maintain the aesthetic tracks. Some of the buildings are heritage buildings being more than 100 years old. The college encourages the use of infrastructure for academic purposes by external agencies. Infrastructure is put to optimal use. It has a physical education department with elaborate facilities for sports and physical education. The library offers the xerox facility. A large-sized common hall for girls was constructed by an N.R.I. Sports persons of the college have achieved significantly at national and international levels in different indoor and outdoor events. The college has participated in 17 different state events, 68 national events and 5 international events during 2000-01. It has been champion in university sports for the past 20 years. It offers its sports-persons various incentives, such as places in the Roll of Honour, decoration with the college colour, trophies, merit certificates and cash prizes.

The college has many welfare programmes for students, such as the Students' Aid Fund, scholarships and fee concessions. Women students are given free education upto the degree level. A part-time doctor looks after the dispensary on the campus. The computer facility with internet has been introduced by the College. The boys' hostel accommodates 150 students. No hostel facility is provided for women.

Criterion-V: Student Support and Progression

The College maintains excellent discipline.

A number of scholarships paid by central and state governments such as /NCERT/Students Aid Fund/ Red Cross/PTA, etc are available to students. Old students and teachers have instituted a few scholarships and medals for outstanding performance of students in academics and sports and also for poor students. The alumni of the college have among them very distinguished persons who have occupied important positions of repute the world over.

Information about the college activities is displayed on the college website. A Students' Counselling and Guidance Bureau is available in the college. The alumni association is a registered body. The association honours old students, collaborates with the college in organizing seminars/symposium etc.; and also releases news bulletins regularly. Some students have cleared the NET, I.I.T., AIIMS and Indian Civil Services examinations during the last two years. Most students who seek admission to different courses in the college are from the same state. Two overseas students are also on the rolls of the college. The college is popular for its historical glory, faculty; infrastructure and discipline. One of the undergraduates was honoured by the state with the title "Daughter of Punjab" in 2002.

Criterion-VI: Organisation and Management

The Principal monitor activities of the college assisted by the College Council, Sports Council, Grievance Redress Committee for employees and students and other administrative bodies. Special committees are constituted with members of the faculty members to monitor various curricular, co-curricular and extension activities. The working of different departments is monitored by the Principal in consultation with Heads of Departments. Periodical reviews help ensure the efficiency of teaching and learning activities. Teachers get government accommodation. The Principal and class IV staff have quarters on the campus. The college helps the staff to avail themselves of loans, such as house loan, vehicle loan, and computer loan from various sources.

Criterion-VII: Healthy Practices

- One of the four model colleges in the state.
- The college has a mechanism to collect student feedback on academic programmes.
- Value-based education in the form of organizing extension services, guest lectures, national day, etc.
- Some teachers have won awards for their best performance in academic work and sports.

- Teacher mentors help students to solve academic and personal problems.
- NCC, NSS, Youth Red Cross and other community orientated activities have been launched.
- Seminars/symposia/special lectures are arranged to enrich knowledge of faculty and students.
- Sense of civic responsibility is developed among students.
- Efforts are made for all round development of students.
- The Mohindra Health Club/the College Youth Club and Hindi Sahitya have contributed to the growth of the college.
- Encouragement of the spirit of healthy competition among students in curricular/sports activities by giving systematic incentives.
- Women education is free upto the graduate level.
- Institution of computer courses (preliminary and advanced level) through APTECH.
- Victory at the Biology and Chemistry Olympiad.
- Botanical garden
- Open air theatre
- Published alumni directory consisting of more than six hundred persons.

Section-3: Overall Analysis

The Peer Team, after perusing the Self Study Report; and after its review of different academic and physical facilities is impressed with the performance of the college that reflects the historical glory associated with it.

The college has earned a reputation for imparting quality education and inculcating in students the sense of discipline.

The Peer Team feels that there are a number of features which deserve appreciation.

1. effective leadership and harmnoious human relationship.
2. strict discipline maintained.
3. the Parents Teacher Association (PTA) has contributed to the development of the college.

4. sportspersons have made excellent achievements at the national and international levels, besides being university champions in sports for more than twenty years.

The Peer Team makes the following suggestions to the college:

1. The college may apply for autonomous status in order to fulfil its goals and objectives in the true sense. This can help raise teaching and research to higher standards of excellence.
2. The college may consider strengthening and modernizing facilities in departments.
3. Efforts should be made at the university/govt. level to ensure induction of students into research.
4. Separate department libraries may be started at least in the PG teaching departments.
5. The Guidance and Counselling Cell may be strengthened.
6. Residential accommodation may be provided to women of the college in order to ensure extension of the goals and objectives of the college to develop rural population.
7. All library and administrative as well as examination services may be automated.
8. Teaching-learning processes need to be further improved by using modern techniques.
9. The college may consider starting a few self-funded/job-oriented courses with the freedom to appoint necessary staff.
10. Considering the fact that the college was first started with three languages, Persian, Sanskrit, and Arabic, to which three more languages, Punjabi, Hindi and English were added, it may be desirable to have an Institute/School of languages with modern methods of teaching and research.
11. The college's initiative to reimburse, with the assistance of the state, a sum of Rs. 16 lacs towards the bus fare of students is appreciated. This will facilitate taking higher education to the door steps of rural students. This may be continued in future.

The Peer Team acknowledges with thanks the cooperation extended to them by The Govt. Mohindra College, Patiala, during the visit. Thanks are also due to the Academic Advisor of NAAC, for her able assistance through the visit.

8. Govt. M.K.B. Arts and Commerce Autonomous College for women Jabalpur, Madhya Pradesh (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Govt. MKB Arts and Commerce Autonomous College for Women, Jabalpur (M.P.) volunteered to be assessed by the National Assessment and Accreditation Council (NAAC) and submitted its preliminary Self-Study Report in December 2003. The Peer Team was constituted with Prof. M.P. Singh, Pro-Vice Chancellor, Lucknow University as Chairperson; Dr. Xavier Alphonse, Director MCRDCE, Chennai and former Principal, Loyola College, as Member-Convener; and Dr. (Mrs.) Krishna Gandhi, Principal, Smt.Maniben M.P. Shah Women's College of Arts and Commerce, Mumbai as Member. The Team visited the institution between February 11 and 13, 2004.

The Govt. MKB. College is an autonomous college affiliated to Rani Durgawati University, Jabalpur. It is in a campus with a total area of 3.13 acres. It was established in 1953, and renamed as M.H. College of Home Science in 1954. It was bifurcated in 1987 and once again Mankurwar Bai College for Women came into existence. It became an autonomous college in 1991. Presently it has 2861 students on rolls: undergraduates 2220, postgraduates 641. The college offers 13 postgraduate and 15 undergraduate programmes besides 2 PG diploma and 3 vocational courses. The college was recognized by the UGC under 2f and 12(b) in 1988.

The college has 79 permanent and 3 temporary teachers. There are 20 members of administrative staff and 8 technical personnel. The college has the following support services and facilities: central library, the computer centre, health centre, sports facilities, hostels, canteen, welfare schemes, grievance redress cell, vehicle parking shed, Career Counselling and Information Centre, Tax Consultation Centre, Campus Selection Centre, Psycho Consultancy Centre, Legal-Aid Cell and Women Cell.

The Peer Team carefully studied and analyzed the SSR submitted by the institution during the institutional visit. The Team went through all relevant documents, visited departments and reviewed facilities and interacted with various constituents of the institution. The academic, co-curricular, extra-curricular, sports and extension facilities of the institution were reviewed. The Peer Team also interacted at length with the Steering Committee, the Principal, faculty, administrative and technical staff, students, parents and alumni of the college, and members of various bodies such as the Academic Council and the Executive Council. Based on the above exercise, and keeping in mind the criteria identified by NAAC,

the Peer Team has assessed the work of the institution under various criteria. The report on the assessment together with commendable features and matters of concern is presented below:.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

As an autonomous college of the Rani Durgawati University, Jabalpur, the college runs three programmes for the award of degrees and diplomas viz. UG programmes, PG and PG Diploma programmes. The UG programme consists of 15 optional subjects of which students can choose any three. The PG programme has 13 subjects. Apart from these courses, the PG diploma in Interior Decoration and Craft and the PG Diploma in Clinical Psychology are also offered. There are UGC vocational courses in Advertising, Sales Promotion and Sales Management, Functional Hindi, and Computer Applications. The college has plans to introduce a number of job-oriented courses like the postgraduate diploma in “Project Financing and Analysis of Funds Provided to Local Govt. and Authorities”; the PG Diploma in Tourism; Diploma in Communicative English and Creative Writing; Diploma in Sugam Sangeet, (Applied); and PG Diploma in Public Administration, Arts, etc. The Board of Studies in each subject reviews and updates curricula every year.

The college has to obtain the approval of the university to introduce a new programme. It redesigns PG courses through its Academic Council while the college follows the common syllabus of the M.P. Govt. for its UG courses. The college conducts seminars and workshops bringing in academic peers to review the existing curriculum. Empowerment of women has been the main goal of the institution from its inception. The programmes are in conformity with the mission, goals and objectives of the institution.

Criterion-II: Teaching - Learning and Evaluation

Admission to various courses of study is in accordance with the policy of the state government. However in self-funded programmes, admission is made on merit. The syllabi are unitized according to the annual system of teaching. There is a mandatory provision for continuous assessment of student performance through the year by means of terminal exams, unit tests, project work, seminars, etc. Apart from regular class-room teaching, seminars and symposia are organized to motivate students.

The use of overhead projectors and slide projectors supplements class room teaching. However, there is the need to develop a centralized audio-visual facility for facilitating easy access to equipment and for developing own teaching aids. Students are also encouraged to participate in inter collegiate seminars, quiz and symposia. Character and personality development is emphasized in all activities. There is an excellent rapport between students and teachers. The college has its debating and literary society.

Leadership training programmes are also conducted. Activities of associations of departments provide ample scope for extra and co-curricular learning.

The college has 82 faculty members, 58 Ph.Ds, 2 M.Phils. and 19 postgraduates. There are three part-time teachers of whom one is a Ph.D. and two are postgraduates. A majority of the faculty are actively engaged in research. The college encourages teachers to obtain Major and Minor Research Projects from the UGC and to participate in national seminars, and refresher and orientation programmes. Besides evaluation of student performance there is provision for self-appraisal of teachers. Remedial coaching is offered to weaker students.

Criterion-III: Research, Consultancy and Extension

Teachers of most PG departments guide Ph.D.scholars. There are 38 part-time research scholars and more than 50% of the teachers are actively involved in research. There are 4 ongoing research projects funded by external agencies. 130 research papers were published in national journals, 15 Ph.Ds were produced during the last five years. 22 Books were published by the faculty.

The college publishes a research journal in social sciences and humanities. The Department of Hindi also publishes its own journal. The college offers consultancy services in health, legal counselling, psychological counselling, career counselling and in tax planning. This exposure enriches faculty and also provides practical training to students.

The NCC is very active in the college. 4 cadets participated in the Republic Day Parade. Two cadets were chosen for Youth Exchange Programme. and they visited U.K. The motto of the NSS is "Service to Humanity", It organizes blood donation camps, medical camps, tree plantating, pulse polio programme, community development and awareness programmes on AIDS and environment. One of the students of the college won the National Indira Gandhi prize; others participated in the Republic Day Parade.

Other than NCC and NSS, the college carries out various extension activities which support the national literacy mission, adult education, upliftment of women in society and awareness of rights among the downtrodden women.

Criterion-IV: Infrastructure and Learning Resources

During the past 17 years the college has expanded its infrastructure facilities: new buildings, the library and hostel blocks were added. This was done with the help of UGC assistance and resources generated through Jan Bhagidari Samiti. and alumni The annual maintenance of buildings is under the charges of the State Public Works Dept. and the M.P. Housing Board. The College has also appointed the Maintenance Committee and the Campus Committee to supervise maintenance effectively.

In addition to the different PG department libraries there is the Central Library which has about 45,000 books. It is being converted into a digital library and is being computerized in order to give faculty and research students easy access to internet browsing.

The college has a strong physical education centre with facilities for playing volleyball, kho-kho, badminton, and boxing. During 1999-2000 one student was adjudged the best woman boxer of India. The college has produced a number of players of national standing who represented India in International tournaments in the field of hockey, basketball and athletics. The need for gymnasium and hockey and football fields is felt. The college has a hostel which can accommodate 200 students.

Criterion-V: Student Support and Progression

The college maintains very good results. Scholarships and college student aid funds help the needy. SC/ST and OBC students are given scholarships by the government. Merit scholarships and merit-cum-means scholarships are also provided. Scholarships are available also for the physically handicapped and for wards of beedi industry labourers. The NRI Scholarship Foundation for Excellence (USA) grants a few merit scholarships.

In the field of sports the college has done well. In kho-kho, hockey, basketball and volleyball students of the college have represented the state and the university. It is commendable indeed that students have gained recognition at national and international levels in sports in spite of the absence of adequate sports facilities e.g. hockey in Olympics, Woman Boxer of India title, representation in the basketball tournament in Japan, All India cross country race for women etc. Students have performed well up to the national level also in NSS and other co-curricular activities. Every year NCC cadets of the college are selected for the Republic Day Parade. Two NCC cadets were selected to represent India in London under the Youth Exchange Programme. General, career-placement and legal counselling is offered to students. The alumni association takes active interest in the welfare of the college and has contributed generously for providing the canteen facility. The college has a record of some alumni who occupy prominent positions in different walks of life. More efforts in this direction would help to develop the college. The Teacher Guardian Scheme is beneficial to overcome difficulties of students. Sports facilities should be made adequate by providing additional playgrounds, a fully equipped sports room and a multi-purpose hall. The college needs to work on its dropout rate, which is very high (15% to 18%) at the UG level and 5% to 10% at the PG level.

Criterion-VI: Organisation and Management

The Principal and senior staff members coordinate and monitor the day-to-day matters of the college. There are several committees to facilitate smooth administration. The college mainly caters to students

from the surrounding region. Students are given the updated prospectus; they are given an orientation programme to familiarize themselves with the institution its programmes and facilities. Organization and management of matters is transparent and democratic. The Peer Team is pleased to note from its interactions with students that they are satisfied with the infrastructure facilities and other study support provided for them and also with the prevailing harmonious relationship between students and the college. The state government has established the *Jan-Bhagidari Samiti* with respectable members of the city. The *Samiti* helps the college in its developmental activities related to academic and co curricular functions. Loan facility is available to both teaching and non-teaching staff: loans are advanced to meet medical, housing and marriage needs. The college should make efforts to mobilize resources from alumnae, NGOs and philanthropists of the city

Criterion-VII: Healthy Practices

The Peer Team notes with appreciation the following healthy practices of the college.

The college has two self-funded PG diploma courses, Interior Decoration and Craft, and Clinical Psychology. The B.Com. course has computer application for commerce as one of its subjects.

The college has good student-teacher relationship. In some departments teachers have developed national and international programmes. Various value based educational programmes are organized.

The college has a good record of extension activities meant to serve fellow humans in need. The NSS, NCC, sports, cultural and departmental activities are regularly held to develop the personality of students and to empower women. The Students Union actively attends to student needs.

Proper action is taken by the Women's Cell to maintain discipline in the campus and to ensure inter-personal harmony. The college may promote national and international collaboration in both teaching and research.

Section-3: Overall Analysis

The Peer Team after going through the Self-Study Report and after reviewing various academic and physical facilities has found the progress made by the college quite encouraging.

The college has a reputation for empowering women through quality education and for raising the status of women in society in all walks of life .It provides opportunities for the development of tribal, rural, poor (SC/ST) women. It has enriched the neighbourhood community by elevating the status of the women of the area.

The Peer Team would like to commend and appreciate the institution for the following aspects:

1. The college has understood well its mission and objective of elevating the status of women in society by making them self-reliant through acquiring leadership qualities with the help of quality education. Their success in this mission is evident.
2. The commitment of both teaching and non-teaching staff to student welfare and advancement is commendable. The Peer Team appreciates the consistent hard work of all departments, the harmonious relationship that binds the community together and the dynamic and firm leadership of the Principal. The enthusiasm and involvement of the teaching and non-teaching staff are widespread in the campus.
3. The personal attention and guidance given by teachers to every student is appreciated.
4. The college has a well-defined curriculum and a systematic teaching methodology with innovative methods of teaching. It follows the common syllabus of the M.P. Government for UG courses. Changes are made periodically in PG courses to meet local needs and demands of the job-market. A few job-oriented courses are offered.
5. Autonomy has helped the college to become self reliant and to enjoy the following benefits.
 - 5.1 Supplementing the common syllabus of the M.P. Govt. at the UG level and the freedom to design its syllabi at the PG level, following the UGC model.
 - 5.2 Fee structure is decided by the college.
 - 5.3 The continuous internal assessment, the annual system of exams, the question paper pattern designed by the college and other reforms have helped students academically.
 - 5.4 Final examinations are conducted regularly according to schedule. Results are published without delay. Student records are well maintained. The confidentiality of the entire examination process is self-evident and deeply appreciated.
 - 5.5 The college has been able to procure the UGC autonomous college grants in time. It received Rs.17 lakhs under IX Plan.
 - 5.6 It has been able to apply to the UGC for the status of the Centre of Potential Excellence because of its good performance under autonomy.
 - 5.7 It was able to introduce vocational courses and new PG diploma courses because of autonomy.

- 5.8 Teaching faculty are able to do 3 Minor Research Projects and the four major projects, started under IX plan, are in progress. The college has submitted to the UGC proposals for 2 Major Research Projects (Geography and Hindi) and 15 Minor projects under X plan.
- 5.9 Remedial classes are being conducted for weaker students.
- 5.10 There is substantial participation of teachers in the governance and management of the college through the Executive Council, Academic Council, Boards of Studies, Autonomy Cell, UGC cell, and the Finance Committee and other committees for various activities. Most of the teachers have additional responsibilities for various activities of the college.
6. The college maintains an excellent research environment .It is really encouraging to note that there are 58 Ph.Ds among the staff. Many more have registered for Ph.D. The entire college has published 21 books and 130 research papers. Every department is vibrant with research activity. Attendance at and organization of national, international workshops and seminars are commendable. The constitution of the Research Committee with Rs. 50,000 as seed money to encourage and support research activities is commendable. The latest publication “*Anuwikhsa*” an inter-departmental research journal, has wide acceptance at the inter-collegiate level.
7. The college has strong and well maintained documentation in all departments and at the college office. Departmental libraries are well-kept. The Peer Team was able to get all the necessary documents for verification and validation.
8. The college offers to its students a wide range and choice of subjects with various combinations which are not available to students in many other institutions.
9. The college helps economically poor students. 728 beneficiaries among SC/ST, OBC students and poor women students received financial assistance from different sources. The NRI merit-cum-means scholarship is also available to students in need.
10. The college is involved in various community building exercises through its effective extension work; it has analysed and studied social issues. Various departments are involved in this type of activity.
- | | | |
|------------------|---|------------------------|
| (a) Economics | survey was made to assess cause of poverty and unemployment | in a nearby locality . |
| (b) Home Science | studied nutritional aspects of poor families. | |
| (c) Psychology | studied the problem of drug addiction. | |

- (d) Philosophy studied orphanages.
- (e) Political science studied old age homes.
- (f) English offered courses in communication skills in English for housewives.
- (g) Commerce socio-economic study of labourers in Beedi industry.

There is a strong presence of N.S.S. in the college and a band of enthusiastic volunteers. The college has distinguished itself by helping one of its students to receive the Indira Gandhi Prize from the President of India.

11. The Counselling centre of the college functions very well. It is able to offer personal, psychological, legal, medical and career guidance to its students. The exact record of students who benefited from these services is well maintained.
12. The Students' Union is dynamic. It helps the administration to improve facilities and in the smooth running of the college. Academically sound students are elected as student leaders.
13. The college encourages all co- curricular activities. Students have the opportunity for over-all development. The N.C.C unit has been sending its representatives to the Republic Day Parade every year. Two of the cadets represented India in England. With limited playground and sports facilities, the college has sent representatives to the national and international events. The Departments of 'Music' and 'Drawing and Painting ' are assets to the college. Students of these departments have won national prizes. It is noteworthy to find that outstanding cadets of NCC, active NSS volunteers and sports persons who participated in national competitions are given additional academic help to complete their degree and to excel in their studies.
14. The scheme of *Gyanodaya* and IT education of the M.P. Govt. are implemented well by the college. Students are given one year training in these areas for a meagre sum of Rs. 84/- Non-teaching staff are helped to attain computer literacy through this centre.
15. Campus interviews are conducted. 25 students have been placed in jobs particularly from Advertising and Sales-Promotion, Interior Decoration and Clinical Psychology courses and also from the Department of Commerce.
16. There is a welfare fund both for teaching and non-teaching staff. Loan facilities are available. There is a crèche for the children of college employees. Non-teaching staff get help from the Counselling Centre and are motivated to upgrade their computer skills.

17. The college has a host of distinguished alumnae occupying high positions in society. The presence of an active alumini association is an asset. Though it is only two years old, the association has raised substantial resources for the building of the canteen. Alumnae have an emotional attachment to the college which was conveyed to the Peer Team in unequivocal terms. They are involved in the efforts of the Management to improve the institution. They want to offer their expertise and services to students free of cost.
18. The college shares its hostel facilities with the M.H. College for Home Science and Science. The new hostel building inside the campus with 48 rooms to accommodate 150 students is nearing completion.
19. The Executive Council and the *Jan Bhagidari Committee* are involved constantly in the development of the college.
20. The feedback mechanism of the college is very much appreciated: -
 - evaluation of teachers and the institution by students.
 - feedback obtained from employees.
 - self-assessment of teachers.
 - confidential reports of the Additional Director of Collegiate Education and the Commissioner of Education on the performance of the Principal help the college for continuous renewal and revamping.
21. The harmony that prevails among students, departments, and teaching and non-teaching staff, adds strength to the college.
22. The college has a well-kept library with 44,683 books and the Book Bank facility for SC/ST students. It is in the process of setting up an inter-university and national networking through the Internet.
23. The Grievance Redress Cell and the Women's Cell look into grievances of students and issues related to women.

The Peer Team makes, the following suggestions to the college for its consideration and plan of action.

1. Paucity of space is a big constraint to the development of infrastructural facilities. It is suggested that the college makes an effort to procure the adjacent land.

2. There is the need to increase sports facilities by building a multi-purpose gymnasium and an auditorium.
3. The Peer Team considers the frequent transfer of Principals (seven Principals from 1991, after the college became autonomous) and teachers to be a serious handicap to sustaining quality in performance. It is strongly recommended that the Principal and teachers be allowed to function in the same institution at least for five years since it is an autonomous college and much depends the strengths of individuals.
4. The college may encourage Tribal and Women Studies.
5. Research centres may be established in different PG departments.
6. There is the real difficulty to get the approval of the parent university for new courses and research programmes. The autonomous college may be given complete freedom to design its courses without the interference of the university.
7. The suggestion of students to provide transportation when they represent the university in inter-university youth festivals and other activities. like NSS etc may be considered.
8. It is suggested to start a law degree (LL.B.) course.
9. More job-oriented and skill-based courses could be introduced as soon as possible to make the empowerment process more effective.
10. Faculty members are overburdened with teaching (24 periods a week). It is suggested to have guest faculty in departments, especially, in one-member departments like that of Sanskrit.
11. It is painful to note that women non-teaching staff have not received the benefits of the fifth Pay Commission. Measures could be taken with the Govt. to rectify this anomaly in the campus.
12. The post of Registrar could be created to lessen the burden of administration on faculty members who will have more time to pursue their academic interests.
13. The situation of staffing in the library deserves immediate attention. There are only five staff members who manage the entire work. It is surprising to note that there is no need of passing SLET/NET exam to occupy the post of Librarian in M.P.
14. The college could think of following the multi-choice credit based system and also the OGP (Overall Grade Performance Certificate) which will be beneficial to students to reflect their academic as well as co-curricular performance in the college.

9. Hans Raj Mahila Maha Vidyalaya Jalandhar, Punjab (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Hans Raj Mahila Maha Vidyalaya was established in 1927 at Lahore by Mahatma Hans Raj Ji who was one of the pioneers working for women's education in the northern part of India. Mahatma Ji was associated with Dayanand Anglo Vedic (DAV) Movement. He sought to promote cultural values among women through education. This emphasis was later blended with the tenets of modern education.

The Hans Raj Mahila Maha Vidyalaya (HMV) was established with a vision of "Women's Education, Nation's Salvation" and a mission of value-based, employment oriented education focussed on the empowerment of women and in this way the HMV became the first DAV women's institution to be established in the northern part of the country. The objectives of this institution were –

1. to provide comprehensive and balanced quality education
2. to uphold the Gandhian thought of simplicity, integrity and secular spirit
3. to ensure overall personality development of students
4. to develop liberated traditional cultural values
5. to pursue excellence in serving society by their students

After the partition of the country the college was shifted to, and re-established in, Jalandhar in 1948 with only 80 students. Today the college has about 4000 students and it is an institution with one of the largest intake capacity among all the affiliated colleges of Guru Nanak Dev University, Amritsar. It imparts education to women for overall development of their personality.

The Hans Raj Mahila Maha Vidyalaya covering a total area of 28.60 acres of land is affiliated to the Guru Nanak Dev University, Amritsar. The college is a grant-in institution of the state govt. of Punjab and meets its additional expenditure through generating its own resources including income from self-funded courses.

The HMV imparts education with 33 different options of various academic programmes in the form of undergraduate, postgraduate, postgraduate diploma, certificate courses in computer applications and other part-time diploma courses. The college is recognized by the University Grants Commission of India under the sections 2 (f) and 12 (B) since 1956.

The college has a fully qualified team of 102 permanent and 43 temporary faculty members in various disciplines. Out of these 18 are Ph.D's, 29 have M.Phil. and the rest have already attained eligibility according to the rules laid down by the UGC. In addition to this it has 103 non-teaching staff associated with administrative as well as technical management of the college. It has fully equipped science laboratories, computer labs, a botanical garden with rare plants, a museum and a library which has 80392 books. The college subscribes for 52 journals, 57 periodicals and magazines and 23 newspapers in English, and other languages.

The college volunteered to be assessed and accredited by the National Assessment and Accreditation council (NAAC) and submitted its Self-study Report to NAAC for this purpose. The NAAC constituted the following Peer Team for the assessment and accreditation of the College consisting of Prof. Indrani Chakravarti, Former Vice Chancellor and currently Dean and Chairperson, Faculty of Performing and Visual Arts, HPU, Shimla, as the chairperson, Prof. Nishi Pandey, Prof. of English and Currently Director, Academic Staff College, Lucknow University, Lucknow; and Prof. L.K. Pareek, University Dept. of Botany & Principal, University Maharaja's College, University of Rajasthan, Jaipur as Members. Shri Ganesh Hegde, Asst. Advisor, NAAC, coordinated the visit of the Peer Team to the college.

The Peer Team visited the college between August 19 and 21, 2004. After going through the Self-Study Report submitted by the college, along with supporting documents, the Team visited various teaching units and departments, reviewed infrastructure facilities, had discussions with the Principal, members of the Managing Committee, faculty members, non-teaching staff, students, parents and alumni. The Team presents below a report of the assessment made according to the criteria of NAAC.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The college was started with the goal to impart value-based, employment oriented education. It offers a number of such programmes, which are relevant to the present day needs of young women.

In addition to traditional courses the college also provides professional and vocational diploma and certificate programmes, viz diploma in computer applications, information technology, garment designing and tailoring. The Master's courses in botany and computer science are recent additions under the Faculty of Science, Certificate courses are offered in interior decoration, applied designing, web designing and office automation. Though the College comes under the affiliating system, it has a flexible time frame to provide horizontal mobility to learners. Students have the benefit of elective options at UG and PG levels. In adopting a professional curriculum the institution has made efforts to prepare students for employment. Most of the senior faculty members are actively engaged in updating the curriculum in

various subjects by participating in many meetings, workshops and seminars related to syllabus making and upgradation. Many members of the faculty are on the Boards of Studies of Guru Nanak Dev University in different disciplines. They are responsible for preparing, modifying and updating the syllabi. The college has also developed a mechanism to obtain feed back from academic peers and employers in order to strengthen and update teaching programmes and the curriculum. The college also collaborates with industries and MNC's in order to help students in career counselling, and with arranging industrial training to students who do courses such as sales promotion and sales management.

The college has qualified teaching staff and more than 20% of them have Ph.D. degrees. Another 20% have obtained their M.Phil. degrees while the rest of the faculty fulfil the basic eligibility requirement e.g. NET, etc. as stipulated by UGC. Teachers remain in constant touch with more recent developments in their disciplines by participating in various national and international seminars, symposia and workshops held from time to time. Some faculty members have also made efforts to pursue research activities in their subjects by submitting Minor/Major Research Projects to the UGC. All teachers have access to computers and Internet facility which equips them to update their knowledge in their disciplines. There is a well-managed system for active academic interaction between the teacher and the taught. In order to redress the academic grievances of students in their subjects a number of arrangements such as remedial classes, extra classes, special tutoring, etc. exist. Students are given an opportunity to do research and present their findings by submitting projects. In the science and commerce streams students are engaged in designing simple experiments and simulation exercises as part of their innovations adopted for learning a subject intensively and extensively.

Criterion-II: Teaching - Learning and Evaluation

The college has 31 teaching departments under the Faculties of Arts, Science, Commerce and Computer Science. It offers 33 programmes out of which 14 are self-funded. It offers a wide range of curricular options with 310 combinations of subjects.

Admission to courses of study in general is made on the basis of past academic record, and interview. Admission to BCA, B.Sc. (IT) and M.Sc. botany is made on performance in a special entrance test. After admission students are assessed through written tests and group discussions in their respective classes for determining levels of subject proficiency among them. Advanced learners are provided financial incentives and extra reading material whereas remedial classes are arranged for slow learners in order to enable them to complete their courses. In addition to this, extra coaching is also provided by faculty without any extra remuneration. Teaching plans are framed at departmental meetings at the commencement of sessions and finally senior faculty members design the overall teaching programme of the college.

Syllabi are unitized and regular internal tests are conducted in order to monitor student performance in their subjects. The lecture method is supplemented with weekly seminars and other innovative methods of teaching. In addition, brain storming sessions, group discussions, quiz, etc. are also organized in departments. The college observes 180 teaching days in a year according to UGC requirement. There are 102 permanent teachers and 48 part time and temporary teachers.

Evaluation methods are communicated to students at the very outset of the academic session through the prospectus and hand-book-cum-identity cards. In addition to this the evaluation methods are also discussed in the morning assembly in classrooms and through circulars. The college has fool-proof methods for assessing the performance of students and communicating results of internal tests to parents/guardians. They are invited periodically to discuss the performance and difficulties of their wards.

Teachers are selected according to UGC guidelines through a selection committee constituted by the Managing Committee of the college. Teaching posts are created from time to time according to need and vacancies are filled in accordance with the rules and regulations which govern teacher selection. In addition to sanctioned posts the college has full authority to appoint additional teaching staff, when necessary, and pay them from their own resources.

Nine teachers participated in international seminars and 27 participated in national seminars. The college has a mechanism to monitor and assess the work of teachers regularly through self-appraisal. A prescribed proforma is provided to teachers for this purpose and they are required to fill up this proforma at the end of the academic session. In addition to this, periodical departmental meetings are held to assess teacher performance and student feed back is also obtained.

The college organizes faculty development programmes and seminars. Feedback obtained from teachers and students helps to strengthen teaching and learning processes. Teachers plan their teaching programmes in accordance with the syllabi and they are monitored by departments and the Academic Council. Although the lecture method is followed seminars, question-answer sessions, field trips, project work, etc. supplement it. The faculty strength is 150: most of them possess the requisite qualification and some of them have Ph.D. and M.Phil. degrees. The departments of Commerce, Fine Arts, Music, Physical Education, Mass Communication and the Science Faculty have done well through innovation in teaching and learning.

Criterion-III: Research, Consultancy and Extension

Being an affiliated institution it does not have many programmes to promote research activities by their faculty. Despite limitations some teachers are actively engaged in research. Budgetary provisions have been made to encourage research initiatives. This year the college has earmarked Rs.3.00 lakhs for research and three research journals have also been bought. The college grants study leave to those

who wish to do research outside. Some adjustments in teaching schedules are also made to help teachers involved in research projects. Although only some teachers have Ph.D. many research publications have also been made by them. Older faculty members, however, need to be encouraged to pursue research. Teachers are encouraged to submit research proposals to funding agencies like the UGC for Major and Minor Research Projects and the sanction of proposals submitted already is awaited.

Except for NSS and NCC Co-ordinators, no additional remuneration is paid to teachers involved in extension activities. Student participation in extension programmes such as community development, health and hygiene awareness, medical camps, adult education and literacy programmes in slums, blood donation camps, and AIDS awareness campaign is enthusiastic. All extension activities are conducted through different committees like NSS and Red Cross Society. NCC cadets and officers are actively involved in them too. The NSS is very active in the college and a number of community development programmes are done by the two units of the NSS in the college.

NSS volunteers also arrange a number of community development camps. They have adopted a nearby village for such activity. The college provides career counselling and placement services. The department of Psychology offers psychotherapy and other services; care is extended to mentally and physically retarded poor people and the visually challenged. A special mention needs to be made about a number of faculty members who travel abroad and contribute to extension activities from overseas in their respective places of residence.

Criterion-IV: Infrastructure and Learning Resources

An urban-based college with 31 departments, and about 4,000 students, the college has a wide and aesthetically designed campus with 65 classrooms and 30 laboratories. All the existing programmes have adequate infrastructure facilities. There are premises to accommodate Humanities, Science and Home Science Departments; there are postgraduate and commerce blocks and hostel and library blocks. In addition, there are the Health Centre, cafeteria, students' common room and a gymnasium-cum-auditorium, swimming pool, a bank and the Computer and Information Technology Centre. A 200 KVA transformer, 3 generator sets, and water purification facility are also available.

The air-conditioned Computer and Information Technology Centre has 6 ultra modern computer labs with 180 hi-tech computers, which are upgraded regularly. Internet and e-mail facilities are available for students during college hours. The five labs allotted to vocational courses are also fully equipped. The Home Science Department has dress designing and tailoring labs; and mass communication laboratories are well equipped with computers, and they are well utilised. Computers are installed at the Principal office, General and Accounts Office, the Library and the Administration Office. All departments make use of the facility provided by the centre. Students of various disciplines are encouraged to develop

software and they have helped in the computerisation of various labs, development of the website of the college and in the conduct of on line examinations using the client server technologies. The Mass Communication Department extensively uses the lab for making short films as classroom project work. The college has LCD and other necessary audio-visual teaching aids, which are utilised as and when required by the faculty.

The college has a spacious central library with more than 80392 books, 109 journals and periodicals, 23 newspapers in English, Hindi and Punjabi. About 7,630 books in the Book Bank, 110 maps, 300 CDs and 4,460 gifted books are also stocked in the library. On an average 1,400 books, 109 journals/periodicals, etc. are added to the library every year. The library provides the Book Bank, reprographic facilities and computers with internet facility (free) and audio-video cassette borrowing facilities to students. The library has the *Vedic Adhyayan Kendra*, which provides facilities to study ancient, religious books. It is in the process of being fully computerised, networking with other libraries. It has DELNET connectivity and a mutual borrowing facility from local libraries and other college libraries. Students and staff use the facilities with a frequency that is satisfactory. The innovative practice of creating a space – silence zone-within the library for meditation, to be used by students and faculty- is commendable.

Physical education and sports facilities include a multipurpose gymnasium, shooting range and a swimming pool. A flood lit basketball court, lawn tennis, badminton and kabaddi courts, football and cricket fields besides track and field facilities are also available. The college has its Physical Education Department with qualified and award winning teachers and experienced coaches of national fame. Students actively participate in various sports events at the regional, state, national and international levels. Students of the college have distinguished themselves by participating in many international competitions including the Olympics and have won awards.

The college lays emphasis on physical fitness and personality development of students and provides excellent facilities and opportunities to encourage students. It has a reputed sports history of having provided eminent players to the country. Special efforts are made by the college for imparting civic education in moral behaviour, charity, and personality development of women students along with value-based, employment-oriented education focussed on empowerment of women.

The college maintains a well built hostel complex in the campus for the 420 resident students and 150 sportswomen who live in the hostel. A spacious dining hall, common room, prayer hall, facilities for indoor, outdoor games and entertainment (music & T.V. room) are provided. Free accommodation is provided to sports-persons. The college also has a well maintained botanical garden which has rare plants and also plants used for source material in practical teaching. Garden maintenance all over the campus is good.

The centrally located Health Service Centre has a qualified full time doctor. There are beds for resident scholars and members of both teaching and non-teaching staff. Regular medical check-up of all students is made and records are well maintained. A project of the Institute of Nursing and Hospital for the B.Sc. Nursing degree affiliated to the Baba Farid University of Health Science Faridkot is already in its third year nearing completion. Through this project a 5 storey multi-speciality 250 bedded hospital at an estimated cost of Rs.12 crores will be added as an additional facility. This is a good instance of thoughtful infrastructure expansion. This will create an opportunity to expand the residential programmes of the college.

Criterion-V: Student Support and Progression

A well designed prospectus contains sufficient information to prospective students of the country who will get the benefit of employment-oriented courses at different levels required for career building. The college offers 310 subject combinations in arts which facilitate a wide range of vocational training. A number of vocational courses are also available. The distribution among various academic programmes of different levels is quite satisfactory. The dropout rate is minimal and the pass percentage is about 98%, which is quite high. A very large number of students are rank holders at examinations conducted by the Guru Nanak Dev University, Amritsar.

Pre-entry guidance offered through the Subject Counselling Committee is helpful. A Career Counselling Cell provides counselling for placement and job interviews. Scholarships and financial assistance are given by both state and central governments, and also by the university and NGOs. Individual donations also help needy students. A Student Aid Fund helps a large number of them. Arrangements for academic as well as personal counselling with the help of a clinical psychologist and the Department of Psychology are adequate. However establishment of a separate Placement Cell to give students better and quick information and to liaise with industries, private and public sector units for placement of students is recommended.

Established in July 2000, with assistance from the Employment Exchange at Jalandhar, the Career Counselling Cell is active and focussed. A large number of interactive sessions and seminars have been organised by them to apprise students of career avenues open to them on graduation. Personal online guidance is provided. The Library has specific books and magazines regarding different career options for student reference. A special notice board is used to display charts, newspaper cuttings with latest ads on job openings and availability of higher courses of study for students. A special website/ e-mail I.D. has been developed to provide on line guidance.

The Counselling Cell provides guidance and support to adolescent girls struggling with conflicting life situations and maladjustments with both self and society. Guidance is given to prevent them from

discontinuing studies and to help them handle academic pressure, emotional strain, low self esteem problems and depression. For students faced with financial pressures and constraints, the Cell finds out ways and means to raise funds to help them meet their financial needs. Extra tutorial help, books, etc. are arranged for academically pressured students. Personal and empathic handling of students is evident.

The Cell for the Physically Challenged Students under the UGC scheme of Higher Education for Persons with Special Needs (HEPSN), the Cell for Women's Studies and Development, approved by the Women's Studies Department, University of Chandigarh; and Mahatma Hansraj Helpage Society motivate students to visit old age homes, orphanages, handicapped persons' centres help the destitute, the blind and other disabled students. Good programmes are conducted for them.

The college has a very long and prestigious list of its alumnae spread all over the world but the alumnae association is not focussed in its aims and objectives. At present it is involved in general activities like giving stipends and scholarships to needy students. The college should maintain closer contact with its alumnae and those in good positions in India and abroad in order to get their goodwill and support. Also they can help students in job placement, career counselling, etc. The association and its activities need to be strengthened and its members made more proactive.

The institution has evolved a mechanism for recording and measuring the annual progress of its students. There is provision for ample cultural and social activities and incentives are given to merit achievers. The Youth Welfare Department of the college coordinates the activities of various societies and clubs and prepares students to participate in state/university/national/ international programmes. Students have excelled at national and international youth programmes winning many laurels for the college and the country.

The institution has sufficient and well-run support services to ensure the physical and intellectual health of all its constituents. The college has excelled and made extraordinary contribution to sports. Quite a large number of students represented the nation at international competitions like the Olympics and other international and national meets. The college has won many individual and team prizes at various tournaments in cricket, hockey, yoga, athletics, etc. The only woman athlete to have won both the prestigious national Arjun Award and the Padamshri award is a product of the college.

The prestigious All India Maulana Abul Kamal Azad Trophy given by the Guru Nanak Dev University to the institution which contributes the maximum marks to the score of the GNDU in inter-varsity competitions has been won by the college consecutively during the last five years. The college has also won the Overall General Championship Sports Trophy for a record maximum number of 14 times (among both men and women institutions). Three students represented India in XII World Cup Yoga Championship winning the championship and an individual Best Yogi title. 3 weight lifting medals were

won by a student in the Commonwealth Games. At the 2004 Athens Olympics an alumna of the college will represent India in the 4x400 mtrs. Relay Race and 400 mtrs flat race. The college has an outstanding track record of more than 40 international players and 800-1000 national players. Recognizing the talent of students in sports the 'International Dhanoa Hockey Academy of United Kingdom' and 'Toronto Basketball Academy, Canada' have sponsored hockey and basketball academies in the college.

The NCC unit also needs to be commended for its regular award winning performance at the international, national and state level events. Students are involved in para-gliding, shooting, aeromodelling, etc. besides conducting literacy classes for the poor and needy. The 105 cadets of the NCC are in 2 wings (Army/Air). 3 cadets have been selected to represent the country under the Youth Exchange Programme at Bangladesh; and the United Kingdom and one is awaiting final clearance by the country. Cadets are selected every year to participate in the Republic Day Parade at Rajpath in New Delhi and they also won the Best Cadet awards at the Jalandhar Group Head Quarters.

A large number of NCC cadets have got placement in the regular defence services of India under Short Services Commission. One of the students represented India in a Cultural Exchange Programme, a 15 day Theatre Workshop in the United Kingdom and then represented India in Toronto at the Punjabi Folk Dance and Song Festival.

The college has some in-house publications which list its annual reports, highlighting its activities and showcasing creative talents of its teachers and students. 3 research journals have recently been launched with the intention to encourage students and teachers to do research and publish papers. A website of the college also provides necessary information to enable the college to reach out to more students.

Criterion-VI: Organisation and Management

The College affiliated to the GND University, Amritsar is run by the DAV College Trust and Management Society, who run educational institutions in India and abroad.

The organisational structure of the college includes the Principal, Heads of Departments, the Academic Council, the Advisory Committee (comprising the Dean, Academic, the Dean Student Council, the Discipline Committee, and the Dean Youth Welfare, Dean Examinations, Chief Warden, etc.) the Local Managing Committee and the Staff Council. The Administration is centralised in the Principal who monitors the day-to-day affairs of the college, plans and executes all academic policies/programmes in consultation with various committees. Two teachers from the college are elected to sit on the Local Managing Committee. The academic calendar for admission, conduct of examinations and publication of results is prepared at the university level in consultation with the Principals of the affiliated colleges. The Dean, Academic helps the Principal in liaising with the university in this and other matters.

Vacancies in the departments are regularly filled by the Management. Appointments are made on the open merit system. The Reservation Policy of the state is not followed in the appointment of teachers and the college has no record of how many teachers belong to the SC/ST/ and other backward classes. Similarly the policy is not followed in student admissions but in the current session there are 362 SC students, 04 STs and 138 OBCs out of a total of 4241. Remedial studies grant and special coaching grant from the UGC for preparing SC/ST/OBC students for PMT/CET etc. examinations are obtained by the college for its students in this category. The college gives admission to them as and when they apply and has not felt the need for a separate reservation policy.

Training of non-teaching staff to enhance their competence should be ensured through their deputation to Administrative Training Centres outside the state. Computer training has been given to administrative staff and they have been provided the facility of a computer.

The college has adopted a built-in mechanism for coordinating and monitoring its work through its own experienced teaching/non-teaching staff-by reviewing performance and suggesting improvements. The mechanism to get student feed back on academic and other matters regularly needs better structuring. This can ensure suitable curricular and pedagogic measures to provide to students opportunities of career progression. Visits and reports of university inspection teams, feedback from the Alumnae Association and the Parents' Association could be obtained regularly to help in improving the organisation and management of the college.

The internal administration and monitoring mechanism is regulated through the Deans of various departments, Heads of Departments and Superintendents. The annual internal audit is done and the DAV Managing Committee deposes internal auditors for the same. Management techniques and technologies, to the extent possible, are used by the institute for efficient administration and sound academic decisions. Offices and departments are governed by the principles of participation and transparency.

Academic and administrative planning in the institution is done in a participative manner and they move hand in hand. Funds are judiciously allocated and effectively utilized to make programmes cost-effective. Regular and standardized budgeting with requisite auditing procedures are followed. The institution follows imaginative and effective resource mobilization and management strategies. NRI organisations have given creative partnership to support the sports training programmes in the same way the nursing programme was introduced by the DAV Management through partnership with another university.

The college has various welfare programmes for employees and students. These include health checkups, financial assistance, loan facilities, scholarships, special concessions to wards of teaching/non-teaching staff. Regular attendance in training programmes/workshops/ professional development programmes enable staff to upgrade their knowledge and skills.

A Grievance Redress Cell headed by the Dean, Students Council/Student Services deals with the grievances of students which are forwarded by the Students' Council, to the Chief Warden of the Hostel. The Suggestion and Complaint Box is also used to collect student opinion. The Staff Council conveys grievances of staff to the Principal, who also directly entertains grievances by teaching/non-teaching staff and students. The Quality Circle concept has been adopted for redressing problems. The focus is always on counselling rather than on punitive action.

Criterion-VII: Healthy Practices

Beyond the curricular activities the HMT has developed a number of healthy practices. Such practices have enriched the institution's pursuits and has made it stronger. A few of them are:

1. For internal quality checks and redress of problems the Quality Circle concept is used. Regular meetings of the Academic Council and the Advisory Council are convened.
2. Academic and co-curricular activities are planned at the beginning of each academic year. Budget liabilities and the general administration strategies of the college are discussed.
3. Regular morning prayer and assembly to remind the motto: "Not me, but you, donate and promote Service Before Self". Students are made to participate in a weekly *havan* on rotation besides those required at the start and finish of the academic session.
4. The college has well developed NSS and NCC programmes. Students work with the nearby village community to promote awareness of cleanliness and environmental protection, and pollution control. NCC cadets take part in the Traffic Controlling Police Public Meet. They collect donations for relief funds during national crises and calamities.
5. Students, teachers and non-teaching staff are given free computer training.
6. Total absence of ragging of freshers.
7. A number of societies, clubs and associations have been formed to provide opportunities to students to develop their talents. A few names are as follows:-
 - a) The Amrita Shergill Fine Arts Society
 - b) Computer club
 - c) History Association
 - d) Panjabi Sahit Sabha

- e) Home Science Club
 - f) Hindi Sahitya Club
 - g) The Budding Brontes
 - h) Mahatma Hans Raj Sangit Parishad
 - i) Gardening and Environment Club
 - j) C.V. Raman Science Society
 - k) Commerce Club
8. The basic aim of education is to build character. The institution organizes multi-layered camps e.g. *Charitra Nirman Shivir* (Character-Building Camp) and *Vedic Chetana* and *Jan Chetna* Rallies etc. besides regular yoga and meditation classes.
 9. Departmental, national and international seminars, conferences and symposia are organized from time to time. It organized the International Conference on Culture of Peace and Non-violence in 2002, which was attended, by a large number of scholars from abroad.
 10. A number of functions like National Awareness Week, Women's Self Defence Camp, Foundation Day celebrations, regular convocation, Sports Day, etc. are a regular feature. NGOs are involved in many activities of the college.
 11. The Red Cross Society works for the welfare of the people by organizing blood donation camps, first aid camps, relief work for flood and earthquake victims etc.
 12. The institution has developed a very illustrious list of alumnae in India and abroad. The Alumnae Association is active.
 13. NRI partnership has been sought to set up the Basketball and Hockey Academy in the college.
 14. The most commendable part of the healthy practice is that two students were encouraged to write a book on Indirect Tax Laws for the benefit of juniors. It proves that the students are academically sound to offer peer teaching.
 15. examination and admission processes have computer support.
 16. maintenance of a botanical garden rich in medicinal and rare plants
 17. Sportswomen are given incentives like free residential accommodation and fee concessions.

18. A cell for the physically challenged students has been set up under the UGC scheme, HEPSN.
19. career counselling and personal counselling cell for students.
20. Strict discipline is maintained.
21. maintenance of academic and professional ethics through various committees.
22. value based education focussed on developing the all round personality of learners
23. Most recent managerial concepts are employed in administration. Advanced planning is made for co-ordinated team work, time bound decisions and prompt execution.
24. Efforts are made for national/international collaboration and a number of teachers travel abroad for extension activities.

Section-3: Overall Analysis

With the logo '*Vidya Dharmen Shobhate*' (Righteousness is the ornament of knowledge), the HVM offers significant service to society not only in the academic field but also for promoting social and cultural awareness among people. The institution is proud of its illustrious alumni holding positions such as Governor of State, Chief Secretary of State, High Court Judge, police personnel, lawyers, IAS officers, Olympians apart from renowned academics, Chartered Accountants, air force officers, doctors, etc.

The college provides help to the poor and needy students and sportswomen by way of providing free hostel accommodation on concessional rent. Scholarships/freeships are awarded to the brilliant and the poor respectively. Free special coaching is given to slow learners.

These suggestions would help sustain quality and achieve excellence in performance, as the attitude of readiness to change prevalent in the college is bound to enable such progression.

The Peer Team suggests the following against such a background:

1. Although the teaching faculty are fully qualified according to the norms laid down by the UGC, very few members have obtained the Ph.D. degree, hence the others may also be encouraged to pursue research work in order to obtain the Ph.D. degree.
2. In order to use the ICT in classroom teaching, a separate room fully equipped with audio-visual facility may be made available for the benefit of students and teachers.
3. Since the primary goal of the institution is to impart value-based and employment-oriented education to women, it is suggested that in addition to ongoing traditional subjects some new

short-term courses may also be incorporated in the curriculum e.g. In the respective departments, short term courses like Communicative English, Sanskrit, Hindi and Functional English may be started. Similarly in view of the adequate facilities already available in the computer science dept., short-term self-funded vocational courses may be offered in the evening to other women students as well.

4. Other short-term courses in foreign languages, museology, travel and tourism, secretarial management, finance control, office management and hotel management may be started.
5. The college may consider starting new Bachelor's courses in food and nutrition technology, and library and information science.
6. The college may apply for autonomous status to enable it to introduce new disciplines and innovative programmes required in the present global scenario, eventually it may try for the Deemed University status.
7. Considering the meritorious record of students at national and international levels, in various sports events, it is suggested that, the college may start graduate and post-graduate degree courses in the Department of Physical Education.
8. The already existing provision of publishing the HMV News Letter annually may be extended to bring out a quarterly in view of the fast growing academic achievements of students and faculty. A full time person may be appointed for the publication division, who may take up this task with the help of the Department of Journalism and Mass Communication.
9. The college may further strengthen the existing research cell for guiding teachers/departments to develop and submit Minor and Major Research Projects to funding agencies like UGC, CSIR, DST, DBT, ICAR and ICSSR.
10. In the light of the present day need the interdisciplinary approach may be pursued in the study of subjects like life sciences, physical sciences and commerce for updating knowledge of students and teachers.
11. Although the Department of Psychology is creditably engaged in the counselling work for students, this department needs to be strengthened with a fully equipped lab and equipment. The existing Career Counselling and Placement Cell may also be strengthened by providing permanent staff and secretarial assistance in order to have constant interaction with industry and multi-national companies and to liaison with well placed alumnae.

12. The college is known for achieving distinction in the field of NCC at the national level, hence it is suggested that this activity may be given greater encouragement in order to encourage women to join defence services. A separate NCC - Naval wing of the college may also be started.
13. Teaching faculty may make an effort to establish a national network for research and new courses/curricular. Each department may establish collaboration with national agencies for research and faculty exchange and related programmes.
14. The library is the soul of any educational institution. The present timings of the library may be extended according to the needs of the students on holidays and Sundays. This can result in the optimum use of the library services by students and faculty.
15. Computers may be provided to the inmates of hostels with more Internet time. A library facility with books and current magazines may be extended to the hostel as well.
16. The Management and the Principal may appraise students, teachers and citizens of their "Vision 2008". In the context of the development of strong academic standards for imparting quality education by the college to the younger generation, such a document, if provided by the college well in advance, will greatly enhance the knowledge of the younger generation of the 21st century. This is necessary in view of the developments in education taking place at the global level.

The Peer Team takes this opportunity to thank the Management, the Principal, faculty, non-teaching staff, students, parents and alumni for providing adequate and relevant information about the various activities of the institution, for having facilitated their work, besides providing new insights into the academic performance of the college. The Team also feels great pleasure in formally documenting the observations made in the Past three days-of the coordination, devotion, team spirit and work done with missionary zeal-by faculty under the leadership of the Principal. The members of the Team convey to them their good wishes for a brilliant future of the institution which makes all efforts to impart character building education to young women in the country.

10. ILS Law College Pune, Maharashtra (Assessment Report for Institutional Accreditation)

Section-I: Preface

The ILS Law College, Pune was established on June 20, 1924 by the Indian Law Society, a society registered under the Societies Registration Act, 1860 and the Bombay Port Trust Act, 1950. The Society was established by eminent personalities with the object of imparting legal education on a scientific basis. Sir Narayanrao Chandavarkar, Shri J.R. alias Nanasaheb Gharpure, Diwan Bahadur and P.B. Shingane were the founders of the Society. Justice Y.V. Chandrachud, former Chief Justice of India is the present President of the Society. The vision of the Society is “By law are all transgressions cured. Everything is centred in law. Hence law is considered supreme”. Thus the motto of the Society emphasizes the role of law in the social context and the supreme place of law in human life. The society considers legal education as liberal education and is committed to impart legal education, which will serve the eternal principles of ‘*Dharma*’ i.e., justice, liberty and equality.

The ILS Law College was thus established to fulfil the above and other objectives of the Indian Law Society as mentioned in its Constitution. The college has a rich past, relevant present and a hopeful future. Late Shri J.R. alias Nanasaheb Gharpure was the first Principal of the college. Thereafter a number of distinguished personalities became Principals including the distinguished Indian jurist of the present day and author, Prof. S.P. Sathe.

The college was affiliated to the University of Bombay till 1948. With the establishment of the University of Pune in 1948, it came to be affiliated with Pune University. The college is situated in the city of Pune and offers five different courses of study viz., the three year LL.B degree, the five year law course (BSL) and LL.B, Diploma in Taxation Laws and Master’s in labour laws and labour welfare. The college is a grant-in-aid institution under the Government of Maharashtra and is recognized by the UGC under Sections 2f and 12B of the UGC Act since January 1956. The location of the college is urban. It has a campus area of 195 acres. Three of the programmes are under the grant-in-aid scheme and the two PG courses viz., DTL and MLLW are self-funded. It has 25 permanent faculty of whom 11 are women and 14 are men. Nine of them are full time faculty and the rest are CHB/part time faculty. Three faculty members have the Ph.D. degree. There are 28 temporary teachers and 30 administrative staff of whom four are women.

The total number of students for the academic year is 2045, and the course-wise distribution is 422 in the three year LL.B. course, 1288 in the B.S.L.L.B. five year law course, 299 in the Diploma in

Taxation Law course (DTL), and 36 in the postgraduate course in Labour Law. On an average, it is found that the men-women ratio is 60:40. The unit cost of education including the salary component per student per year for 2003-04 is Rs. 5239/-.

The Managing Society of the college, the Indian Law Society, runs one more institution for imparting specialised legal education called the Institute of Advanced Legal Studies. It conducts various diploma courses on Consumer Protection Law, Housing Law, Women and Law, etc. Prof. S.P. Sathe is the honorary Director of the institute. The college, in addition to the financial support from the Government of Maharashtra under the grant-in-aid scheme, generates resources from donations, self-funded courses, UGC grants, Ford Foundation grants, etc. It conducts various other society-oriented law-related activities like moot courts, seminars, workshops, etc. on a regular basis. On the whole, it imparts value-based quality legal education with stress on development of professional capabilities, with the community-oriented approach.

The college has definite plans for the future. In the immediate future, it intends to seek autonomy, thereafter, the status of Deemed-to-be-University and ultimately it has the vision to become a global university.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The mission of ILS is to impart responsive and professionally desired legal education to achieve mental and moral excellence and attain eternal happiness. The college considers law as an instrument of social transformation and is meant for protecting and promoting rights of individuals, advancement of the disadvantaged who suffer due to prejudice, injustice, exclusion, etc. It is a well known institution for providing quality legal education in India. Its academic programmes are oriented towards changing social needs. It is affiliated to Pune University and is recognized by the Bar Council of India. The curriculum for the LL.B. three year and five year courses is that recommended by the Bar Council of India and prescribed by the Pune University. Students are taught not only theory but they are given training in application of legal knowledge to study complex problems.

The five year law degree programme and the three year degree programme are both under the semester pattern. The postgraduate programmes i.e. Masters in Labour laws and Labour Welfare and Diploma in Taxation Laws are annual programmes. In the five year law degree course during the first year the emphasis is on language skills and various non-law subjects. In the third year, in addition to theory, emphasis is laid on practical training, the use of the library, oral advocacy, pre-trial preparation, mock trials, drafting of legal documents, etc. Students are also taught professional ethics and the basic principles

of Bar Bench relations. They are exposed to the global scenario through subjects like intellectual property, human rights laws, environmental laws and international economic laws. The Master's degree programmes are designed to provide a sound knowledge base and practical skills in the field of labour law. The syllabi contain areas like trade union activities, social security, labour economics, psychology, etc. The Diploma in Taxation Law is also specifically designed to equip students, to practise in the field of taxation. There are diploma courses conducted by the Indian Law Society which students can take up simultaneously with their other regular law degree programmes. The five year degree programme in law is a twin degree programme where, on completion of the first three years, students are awarded an academic degree of Bachelor of Social and Legal Science. The teaching content is well balanced with 50% knowledge and 50% legal skills. There is good horizontal mobility and choice of optional subjects but within the prescribed curricular requirement of the Pune University.

The faculty of the college are actively involved in curriculum designing at the university. The ILS takes initiative in introducing new socially relevant subjects in the form of diploma courses. The college was able to obtain grant from the Ford Foundation to initiate the programme for conscientious legal education. Under this programme, the college was able to introduce new subjects of relevance like Child and Law, Feministic Jurisprudence and go beyond the boundaries laid down by the Bar Council and the university thus providing new and enriching experience to students as well as faculty.

There is a system of student feed back. The college uses the feedback for future modification of curriculum. A substantial number of students are of the view that the curriculum needs to be changed more towards the practical aspects of law and greater emphasis was felt necessary especially in speciality areas required to enter upon the legal profession. The college has systematically analyzed the feedback received from its students.

It is evident that within the framework of the university, and the Bar Council and, to the extent possible, beyond this framework, the college has been striving to introduce new and innovative methods of teaching. In its outreach programmes, the college collaborates with NGOs, international agencies and institutions which are able to enrich curricular content. Successful attempts have been made to teach socially relevant subjects. Development of professional calibre and understanding of social responsibility have been given due importance in teaching various programmes. If the college attains autonomy in the near future, as it hopes it will, it can become better equipped to fulfil its mission in the field of legal education

Criterion-II: Teaching - Learning and Evaluation

The institution issues a detailed prospectus at the beginning of the academic year which not only gives an overall view of the campus but also details of the the fee structure, process of admission and

the curricular content of various courses of study. Students are selected on the strength of their past academic record as well as interviews, merit being the primary criterion. The college does follow the reservation policy of the Govt. of Maharashtra, and students are admitted to the programme according to various reservation requirements. Orientation programmes help students to understand the institution, nature of subjects, method of study, availability of various facilities, etc. The college is sensitive to the social background, fields of interest, talents and achievements of students. The admission procedure is transparent. Procedures and rules of admission are displayed on the college notice board and the college website. After the interview the merit list is put up on the college notice board and on the college website. Affected candidates are given opportunity to place their objections before the Admission Committee within the prescribed time. If the candidates on the merit list do not confirm their acceptance within the specified time, the institution fills vacant seats at their discretion.

There is a system of continuous assessment of student performance. It is made through the entire period of learning through presentations, projects and seminars. Tutorials are conducted periodically. The college offers remedial courses, especially to those who need to upgrade their English language skills. Advanced learners are challenged through moot court competitions, research projects and other enrichment programmes like programmes in economics, biodiversity, etc. Student participation in research programmes undertaken by faculty is encouraged. Students are also encouraged to produce legal material through the college magazine. Legal literacy initiatives, filing of public interest litigation, preparation of head notes for the All India Reporter, etc. are opportunities provided to stretch student potential. The college also obtains placement for its students as clerks to Supreme Court judges and other senior lawyers in the High Courts and the Supreme Court.

Teachers are required to prepare their teaching programme at the beginning of every academic year/semester. Faculty members who are involved in teaching practical subjects are required to prepare the assignment plan as well as.

The college was brought under the grant-in-aid scheme of the Government of Maharashtra from June 1, 1995. Teachers are selected according to the policy of the state government. There was restriction on recruitment by the Govt. of Maharashtra. Soon after the removal of such restriction, the college advertised for the recruitment of seven full-time lecturers. Qualifications for teaching positions are prescribed by the UGC and the Government of Maharashtra.

The college follows the semester pattern and university examinations are held at the end of every semester. It ensures the completion of the whole syllabi within the time prescribed. Faculty members are encouraged to make use of faculty development programs. During the previous year, two teachers attended the UGC refresher courses, and two others were part of a teacher-exchange programme with an overseas university. Eight of the faculty members have attended workshops. Two others have registered

for Ph.D. Six have undergone computer training. A few of them are members of the Governing Body of the Society and the Principal is a Secretary of the Governing Council. Though the predominant method of teaching is the age old lecture method, other innovative methods like moot courts, class presentations, discussions, statutory notices, mock trials, conferences, role play, etc., enhance the quality of the teaching programme.

The number of teaching days in the previous academic year was found to be adequate. But the ratio of full time teachers to part time teachers is highly disproportionate (9:38). The college makes efforts to recruit more full time faculty by seeking govt. and university approval. It has recently issued an advertisement for recruitment of 6 full-time faculty. Because of the non-availability of full time faculty only 25% of the classes are taught by full time faculty. Part-time faculty, though dedicated, are not, as competent as full timers to offer guidance and to implement innovative methods of teaching. It is to be appreciated that full time faculty are involved in both teaching and other activities of the institution.

Criterion-III: Research, Consultancy and Extension

Research activity is one of the major components of the academic programme at the ILS Law College. With the present syllabus and the method of teaching, research becomes an integral part of the teaching-learning process. The college has sufficient infrastructure and provides ample opportunity to faculty and students to be involved in research work.

Presently the College has undertaken research projects titled 'Human Rights Awareness and Implementation' in collaboration with the School of Oriental & African Studies (SOAS), London. This project is of three-year duration. It involves conducting certificate courses in human rights, organizing street plays, conducting legal literacy and legal aid camps in rural areas, and offering para-legal training for social activists and NGOs and it includes a teacher exchange programme. During the academic year 2001-'02, the college completed the project 'Prevention of Sexual Harassment of Women at the Workplace' under the auspices of the British Council in collaboration with the National Law School of Indiana University and the University of Warwick.

Presently the College is involved in two Major Research Projects with a total outlay of Rs.8,57,318, one funded by the UGC and the other by the British Council, Rattan Tata Trust and Rotary Club Central, Pune. These research projects are community-oriented and deal with the two areas of major concern in the present day context namely pollution and human rights. The college was involved in many research projects even prior to these academic years. Right from the year 1982, it has been involved in other research projects in collaboration with international agencies/institutions or NGOs. The college has collaboration with international institutions like the University of Toronto, Canada, School of Oriental and African Studies (SOAS), London, New York University Law School, USA, Louis D. Brandeis School

of Law, University of Louisville, USA. These tie-ups were for various projects on human rights, legal aid and for exchange programmes. The faculty of the college including the Principal have visited overseas institutions under these exchange programmes. It has ongoing collaboration with many NGOs like Sakshi, a Delhi based NGO for the gender sensitization programme and MASUM: *Mahila Sarvangeen Utkarsh Mandal* for conducting training programmes on human rights. Many faculty members are involved in research work leading to academic publications in various journals, newspapers, seminars, symposiums. Many publications were made. Most of the writings and research activity focus on women-related issues. Faculty members are given encouragement to undertake research by providing facilities like computers, library, Internet and xerox. It also makes efforts to obtain funding for research projects. It has been encouraging faculty to undertake research projects and do editorial work for standard books like *Law of Contract* of Pollock and Mulla, Halsbury's *Laws of India*, etc. Students are involved in research work through various projects, in addition to other work done to meet curricular requirements. The college has an impressive academic record and high rate of success at the prestigious moot courts.

Students of the college have won many prizes at the national level moot court competitions. On an average, the college wins three to four national championships every year. There have been occasions when students represented the country at international moot court competitions and have even won prestigious international competitions. Students are involved in research work for moot courts on a regular basis especially for the various national and state-level moot court competitions. Research is predominant in self-funded and the postgraduate programmes. Consultation and extension activities go on side by side.

Establishment of legal aid centres and dispute resolution through these legal aid centres are frequent. The college offers consultancy to various NGOs associated with it. Aanalysis of student feedback on research activity shows that most students are involved in research activity and they are happy with research. Though the college is not recognized as a research centre for Ph.D., two faculty members are recognized as Ph.D. guides by the Pune University and Bharati Vidyapeeth, a Deemed University. It has set up a chair with an endowment received from Ford Foundation of USA.

The college also participates in various other extension activities like community development, health and hygiene and AIDS awareness. It encourages student participation in these extension activities by instituting prizes and awards. Thus, consultancy and extension activities are integral parts of the academic programme. The close association of the institution with various NGOs, its capacity to associate with national and international institutions and obtain funding for various projects show that the college, faculty and students are actively involved in research.

Criterion-IV: Infrastructure and Learning Resources

Since the college has a long history of 79 years, over a period of time it has built up excellent infrastructure facilities which have been maintained very well. The total campus area is 195 acres. The facilities are spread over three main buildings, the Saraswati Building with a plinth area of 1432.04 sq.mts, which accommodates the Principal's office, library, faculty rooms, moot court room, ladies room, computer room, reading room, conference hall, college office, in addition to other facilities like toilet, bank, store room, etc. This is the main building of the college. Laxmi Building which has a built-up area of 1766.73 sq.mts accommodates classrooms with adequate seating capacity, 10 classrooms with an area of 40 x 28 sq. ft. each, four separate halls, an auditorium of size 85 x 60 ft., common room for teachers, record room, legal aid room, etc. The college has a separate Gymkhana Building, adjacent to the cricket ground. The gymnasium and the swimming pool are unique facilities in addition to others like the table tennis court, the practice court, etc. The college canteen is in a separate building which has a large mess hall 22 x 20 ft with kitchen, canteen, hall and toilets. The college provides accommodation to the Principal in a separate independent bungalow inside the campus. There are two hostels on the campus, one for women and the other for men. The women's hostel was built with UGC assistance, and donations from alumni at the cost of Rs. 1,43,14,393/- in the 2002. The women's hostel is well furnished and equipped. It can accommodate up to 60 residents. The charges for an academic year per person is Rs. 60,000/- . The facilities at the women's hostel are excellent. The men's hostel can accommodate 196 residents. The charges levied are Rs. 12,000/- per year excluding food. Facilities at the men's hostel need to be improved.

The college library is located on the first floor of the Saraswati Building and occupies approximately an area of 4208 sq.ft. The library has a collection of 36424 books, and 9536 bound volumes of periodicals. The reading room can accommodate 150 students at a time and functions from 10 a.m. to 4 p.m. During examination time, the facility is extended up to 10 p.m. The library has lending facility. There are 20 computers and 12 printers. Internet and e-mail facility is also extended to students. Other facilities like photocopying, TV, VCR, fax are also available in the premises.

The college encourages sports, health and exercise activities. The gymnasium, swimming pool, open grounds are all available to students and to the general public for a nominal fee. The campus has excellent greenery and is kept clean. There is a separate college garden, which is well maintained.

The physical facility of the college namely classrooms, library, gymkhana, sports grounds are being regularly used by students as well as faculty. The college encourages sportspersons by giving various incentives and prizes.

Criterion-V: Student Support and Progression

The college has a well-organized support services system wherein students become the centre of all activities. The number of students appearing for each semester examination as compared to the number of students admitted during a particular academic session is encouraging and the average is around 60% or more. Further the number of students appearing for the qualifying examination as compared to the admissions during the first year is also very encouraging the average is around 60 – 65%. The facility for ATKT (allowed to keep term) provides opportunity to failed candidates to continue their study during the subsequent years. As compared to the university percentage of passing rates, that of the college is much higher; it is often 25 – 30% more than that of the university. It is also observed that invariably a large number of students figure in the merit list of the university. Out of the merit list of 10 on an average 5 are from the college. The above analysis shows that the quality of teaching, and of the student care system are of a high standard. The college has a system to analyze student feedback. A large majority of students feel that the system of legal education provided at the institution prepares them to face their future successfully and they are happy with the kind of student support they receive.

The college prospectus provides details of the college, the nature of teaching and other activities. It enumerates facilities available at the college, gives a brief list of outstanding alumni of the college and also a message from the President of the India Law Society as well as a bird's eye view of the campus. Its activities, extension programmes, alumni achievement and placement services are described in detail. Details of hostel accommodation available are also given. The achievements made by the college in the immediate past are mentioned. The prospectus provides details of admission procedures, fees and methods of payment. It also provides syllabi for the courses of study. The prospectus includes a map of the campus and its facilities, its E-mail address and the name of the college website. It enables prospective students to have an idea of the nature of the institution, the courses offered and the facilities that would be available to them; the information is adequate to take informed decisions, to choose courses of study.

Academic counselling is offered at the beginning of the academic year and it is offered informally through the year by teachers who are available to students. Those who have admitted to the five year course, after completion of their first three years, are awarded the BSL degree, and thereafter, they can continue the course by joining the LL.B. Degree Programme.

The college also provides the facility of the postgraduate degree i.e. MLL and LW which helps students to seek employment as Labour Officers, Personnel Officers, etc., and also take up practice in the field of Labour Law. Since the postgraduate department of Pune University is situated within the vicinity of a few kilometers, a number of students seek admission to the LL.M. Course of the university. During the past three years, about 40 – 50 students have gone abroad for higher studies.

There is an impressive list of alumni who have occupied and are occupying prominent positions in the country as Governors, Chief Justices, Deputy Prime Minister, judges of High Courts and District Courts and central and state Ministers.

The college also has instituted a number of prizes for deserving and meritorious students. There is a scheme of financial aid of the Government of Maharashtra which is regularly disbursed according to stipulated conditions. The college has a system of placement wherein the names of registered students are made available to law firms in cities like Bombay, Chennai, etc. On an average 10 to 40 students secure placement every year with salaries ranging from Rs. 10,000/- to Rs. 40,000/- per month. On the whole, the college provides liberal student support for their progression and details of such support are given in the prospectus. It is able to attract the best talent and to encourage them in their development. The academic schedule and programmes, projects and facilities certainly help students to grow into responsible and talented citizens. The system of financial aid and the availability of placement services certainly help poor and deserving students to stretch their potential. Participation of full time teachers in different student related activities fosters confidence in them. Outdoor as well as indoor games help them in their development. The feedback obtained and its systematic analysis enable the institution to be more student oriented and to plan its activities with a sensitivity to student needs.

Criterion-VI: Organisation and Management

The college functions well with proper co-ordination of the Managing Society namely, the Indian Law Society. The Principal is an ex-officio member of the Governing Council of the Society and is presently its Honorary Secretary. The Society monitors the functioning of the college through the Governing Council. The Governing Council meets 6 times during an academic year. The budget proposals are prepared by the college and placed before the Governing Council. The Principal, being part of the Local Managing Committee, besides heading the institution, provides proper co-ordination in the functioning of the college and at the same time has sufficient freedom to formulate and implement various policies. Teaching as well as the non-teaching staff participate in the management of affairs. They are involved in the planning of the academic calendar, co-curricular and extra-curricular activities, etc.

Faculty members are allowed to scrutinize the self-appraisal forms so that they are able to understand, appreciate and correct, wherever necessary, the concerns of students and their behaviour accordingly.

Budget allocations reflect facilitation of optimal student participation in the activities of the college. Finances of the college are subject to audit by qualified auditors appointed by the Managing Society. The financial outlay and budget planning does take into account the academic planning and proposed activities for the academic year. In addition to the regular fees payable by students, the college also charges other special fees. These fees are used exclusively for various activities of the college. In the process of fund

allocation, considerable funds are earmarked for the library. In order to obtain adequate possible funds, the college prepares various grant proposals, which are submitted to the Government of Maharashtra and to various funding organizations.

Weekly faculty meetings help in the proper planning and implementation of activities. The Library Committee monitors the expenditure on purchase of books for the library. The functioning of the administrative staff is monitored by the Office Superintendent. There is a card punching system for non-teaching staff only. The College has initiated a system of upgrading skills of non-teaching staff.

The welfare schemes implemented are those available under the grant-in-aid scheme, namely, LIC, medical reimbursement and student insurance. There is a Grievance Redress Committee constituted by the Human Resource Ministry called the 'Committee on Prevention of Sexual Harassment at Workplace'. As far as students are concerned, there is no formal Grievance Redress cell, but students get the benefit of informal faculty counselling and interaction. Students also have access to the Principal.

The college has the usual system of budgeting, monitoring of expenditure and accounting followed by auditing and final submission of accounts. The systems and practices ensure that the college is able to effectively fulfil its aims and meet its obligations. The finance management is transparent and there is optimum utilization of funds with a small surplus.

Criterion-VII: Healthy Practices

The ILS Law College is one of the leading institutions of legal education in India and a pioneer in the western region. It is well established and it imparts expert professional training to students, and it has vast potential for growth. Its various activities such as research, project work, extension diploma programmes in human rights, gender justice and women rights, collaboration with NGO's and with the local Bar and Bench have contributed to impart quality legal education. In order to ensure quality, as it attempts to sustain excellence in performance, the college has a system of submitting regular reports to the Governing Council and the General Body. The Principal regularly reports the activities of the college at the General Body meetings. This system of communication is very effective especially because the Principal is also the Honorary Secretary of the Society. The activities of the college are also to be published in the college magazine and also find mention in the prospectus of the college.

The college has introduced various innovative methods of teaching like seminars, case study and open book examination. The weekly faculty meeting helps in planning and monitoring the implementation process. The college has commendably established links with NGOs and international agencies. Such collaborative efforts enrich the learning experience of students. The presence of, and collaboration with, the Institute of Advanced Legal Studies headed by a well known jurist and the programmes of the ILS

create legal vibrancy and aptitude for growth among faculty and students. In addition to the syllabus prescribed by the Bar Council the college was able to develop six new programmes titled “Towards Conscientious Legal Education Programme” (TCLE) in interesting and relevant areas of study like child and law, feministic jurisprudence, constitutional law, medical jurisprudence, etc

The practice of the college in enabling faculty members to visit other countries, attend programmes, deliver lectures and interact with faculty helps to improve overall academic progress. The legal aid-related activities and community oriented programmes create greater credibility for the institution in the rural context and enables development of human rights-related social concerns among students. Visits to rural areas, orphanages and interaction with such socially and economically disadvantaged persons will not only benefit students but society as a whole. The college, being conscious of the need of students from rural areas, offers programmes for the development of English language skills.

The facility available to students to concurrently take up diploma programmes of the ILS in emerging and relevant areas will equip them to take up new challenges of the profession. It is very encouraging to note that the college attracts students from different parts of India. It has a rich tradition of academic achievement in organizing special lectures, undertaking socially relevant issues and above all making progressive plans for development. It offers leadership in the field of legal education in the country quite successfully.

II. Kanya Maha Vidyalaya Jalandhar, Punjab (Assessment Report for Institutional Accreditation)

Section-I: Preface

Kanya Maha Vidyalaya affiliated to Guru Nanak Dev University, Amritsar is one of the oldest institutions in the country. Established in 1886, under the leadership of Lala Dev Raj, the founder-patron, the institution has grown into a major centre of excellence in Punjab. Lala Devraj, a disciple of Swami Dayanand Saraswati and visionary was indeed the architect of this futuristic institution founded for the benefit of women at a time when women were totally deprived of educational opportunities. It is significant to note that despite the existing socio-political conditions and considerable opposition from the masses against women's education, the institution has crossed many a milestone in its evolution to the present stage. Presently the college has 26.56 acres of eco-friendly campus in Jalandhar city. It offers a wide range of curricular programmes in arts, fine arts, science (non-medical, medical), home science and commerce. This college also offers a few innovative job oriented courses like BCA, BSc (IT), BCAM, BCom (professional) and B.Sc. (computer science). Presently the college has 72 permanent and teachers, 35 temporary teachers and 7 part-time teachers. There are 1639 students on rolls (1446 undergraduate, 145 postgraduate and 48 diploma students).

The college submitted its Self-Study Report to NAAC for its evaluation. NAAC constituted the Peer Team with Prof. M. Malla Reddy, former VC, Osmania University as Chairperson; Dr.Mrs. K.K Tandon, former Deputy Director, Govt of Haryana; and Dr. Ashok M. Chavan, Head, Botany Dept and former Principal, Vasant Rao Naik Mahavidyalaya, Aurangabad (Maharashtra State) as members. The Team visited the college on February 16 and 17, 2004 reviewed departments and facilities and interacted with faculty, students, parents, alumni and non-teaching staff. The information provided by the Management, the Principal, the faculty and others has given the Team the necessary input for assessing and accrediting the performance of the college. Based on this exercise the Team submits the following report.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

Kanya MahaVidyalaya is a multi-faculty college of higher education affiliated to Guru Nanak Dev University, Amritsar. The college offers a wide range of subjects both at undergraduate and postgraduate levels. Being the pioneer in women's education in the country it has put in all possible effort to empower women through quality education. It offers a total of 26 programmes: which include 4 certificate courses,

10 undergraduate, 5 postgraduate and 7 postgraduate diploma courses. It offers a few innovative self-funded career-oriented courses and a wide range of elective subjects and non-core options within the framework of university rules. It follows the curriculum prescribed by the university, which is mandatory. The mission and goals of the institution are reflected through its organizational set up. It is important to note that the college has been offering subjects like music (instrumental and vocal) from the beginning and has also added courses like home science, and food science at the degree level.

Courses were chosen with much care. The college offers Hindi, English, music and computer science at the postgraduate level. Honours courses are offered in English, Hindi, psychology, Punjabi and economics. Postgraduate diploma courses in counselling, e-commerce and internet application, information technology, textile designing, dress designing and interior decoration also form part of the curriculum.

The range of programme options offered by the college is in tune with the goals and objectives of the institution, which lead to economic empowerment of women. The responsibility of revising and restructuring syllabi mainly lies with the affiliating university. Faculty members of the college are included as members of various Boards of Studies. The college has established collaboration with local industries, which help in providing field experience to students.

The college has already applied for career oriented value added courses parallel to the regular B.A, B.Com. and B.Sc. programmes and the proposals have been accepted by the UGC. The programmes selected by the college under UGC assistance are relevant to changing community needs. The Peer Team therefore recommends that the Management may introduce these programmes during the next academic year i.e. 2004-2005 on priority basis.

Criterion-II: Teaching - Learning and Evaluation

Students are admitted on the basis of entrance tests, interviews, and past academic record depending on the course the student wishes to join. Students proficient in academics, games, and co-curricular activities are given preference. The college offers free bridge/remedial courses to slow learners. The Peer Team appreciates regular teachers who teach them without any remuneration. In addition to regular teachers the college has appointed part time teachers. It offers coaching classes for BBA, BCA, BSc (IT) in addition to regular instruction. Advanced learners are also given necessary guidance by their respective teachers in addition to the extra reading material supplied to them. All students have open access to the library.

The syllabi are unitized at the beginning of the academic session and teachers prepare the term-wise teaching plan in advance. The college has introduced several innovative approaches to the instructional methodology, in addition to conventional methods of teaching. The interactive learning approach through discussion, and seminars is adopted and educational tours and trips to historical places,

art and craft melas, *sangeet sammelan*, visits to commercial houses, etc. are organized as value-added co-curricular activities.

The teaching days are 129 which require to be raised to 180 as per UGC norms. The college has a process of continuous assessment of students through, monthly tests, terminal college exams, assignments, etc.

The college has freedom and resources to employ *ad hoc* teachers depending upon the need of the departments. Teachers are selected according to UGC/university/govt. regulations. The Management has recruited several teachers for self-funded courses. The college has 72 permanent, 35 temporary and 7 part-time faculty members of whom 11 are Ph.Ds, 28 are M.Phils. and 70 are postgraduates. The Management should encourage teachers to acquire Ph.D.degree as the college offers postgraduate studies. Teacher's have participated in several seminars, conferences, and refresher courses for updating their knowledge. It is worth noting that some senior teachers have been invited as resource persons by other institutions and universities. The college organized one national level seminar on "Identity Crisis of Working Women with Special Reference to Pursuits of Women" on March 16 and 17, 2002, which was attended by several eminent academics. The Peer Team recommends that the college may organize several such conferences to help the institution address problems of women's education better with the insights thereby gained.

It is commendable that one of the teachers of fine arts - has been honoured with the '*Rajya kalakar*' award by the C.M. of Punjab State.

Criterion-III: Research, Consultancy and Extension

The college offers professional, vocational and academic courses. The major focus of the college appears to be on professional degrees. However one of the important dimensions, which needs immediate attention, is research. The Peer Team was informed during its visit that the college is undergoing major structural changes by creating exclusive infrastructure for undergraduate and postgraduate courses, which may facilitate the promotion of major research activities. However, some senior faculty members in the departments English, Hindi and music (instrumental) have evinced keen interest in research and publications. Other departments may also be encouraged to promote the research culture.

Extension activities are related to felt needs of the community, such as village adoption, adult education and literacy, health and hygiene awareness, environmental awareness and medical camps. The NSS unit plays a prominent role here, in collaboration with NGO's and GO's. Individual departments may initiate extension and outreach activities in order to strengthen the institution-community network. At the same time more active involvement of some faculty members is desirable.

The placement and counselling cells render significant service to the college. *Shodh Kendra Sansthan* motivates students to do research. Creation of a consultancy cell is recommended. This may generate some revenue, for both consultants and the college. The college may think of publishing a list of experts and resource persons available through the calendar, prospectus, magazine and other publications, so that prospective users can utilize their services.

The Peer Team has noted a few significant activities being published in college journals of the college like – *Innovations, Drishti aur Srishti, Sukriti*. In addition to these teachers are also engaged in promoting creative programmes through *Snigdha Paryas* and *Trivani* to promote skills of writing poetry, and prose and to impart linguistic skills to students.

Criterion-IV: Infrastructure and Learning Resources

The college is situated in an area of 26.56 acres in Jalandhar city. During the past 116 years it has gradually expanded its physical infrastructure Buildings, laboratories, library, hostel blocks, guest room, gymnasium, play ground, conference hall, vehicle parking shed and auditorium provide adequate support to existing programmes. The college effectively maintains its infrastructure.

It is significant to note that the college is sound in its financial resources which is evident from the budget report.

The library has over 50000 books. It remains open from 0900 hrs to 1900 hrs. The college subscribes to both Indian and overseas journals. A set of famous encyclopedias and rare books are also available. Audio and xerox facilities are available in the library. The separate book bank section in the library is a help to those who cannot afford to buy text books. Internet facility may be provided in the library so as to give the faculty and researchers easy access to internet browsing. Considering the wide range of curricular options offered by the institution and its vision and mission, it is necessary that the Management pays greater attention to the expansion of library facilities. A well-developed library can be a source of inspiration for study and research by students as well as faculty members.

The college has provided the central computer facility. It has over 150 computers with a separate internet laboratory. The computer centre works from 0845 to 1615 hrs. Apart from the computer facilities available at the computer centre, the college administrative block also has computers. The computer science department has developed various application packages for payroll, admission and accounting. Computers and their accessories are maintained either by a maintenance contractor or by engineers who are hired. The computer facility may be augmented to meet the growing needs of students.

Kanya Maha Vidyalaya is known for producing national and international players and artistes in fine arts, dance and music. Students are given adequate facilities for training in athletics, volleyball, kho-kho,

basketball, handball and ball badminton. A standard size swimming pool is also available within the premises. The Peer Team commends the performance of national and international sports-persons of the college in handball, cricket, football, basketball, volleyball, tackwando, hockey and swimming. Sports-persons are encouraged with several incentives such as freeships, scholarships, sports equipment, free boarding and lodging facility.

The medical centre of the college has all clinical facilities. Services of a full time resident nurse and a part- time doctor are available to students, teaching and non-teaching staff. The college may introduce the system of annual medical check up for students. Sports facilities are available in the college for volleyball, kho-kho, basketball, handball, ball-badminton, and softball. The tennis ground, swimming pool and a multi-purpose gymnasium are also available. Students have been actively participating in sports and they have been winning the 'General Sports Trophy' in university sports for 13 successive years. Students have won medals at the inter-college, university, inter-university, state and national meets. Women students represented the country at international tournaments. Free education, free hostel accommodation and free meals are given to outstanding sportspersons. In 2000-2001 the Sports Authority of India awarded five student scholarships to outstanding sportspersons.

The college has four hostel blocks, which can accommodate more than 800 students. In addition to the four blocks, it has recently constructed a highly modernized dining hall. Two newly built hostels provide carrels to merit scholars. Hostels are equipped with modern amenities. The hostel provides an extensive opportunity for community living and an environment for promoting national and emotional integration. There is warm relationship between students and hostel staff. The Principal pays personal and special attention to students. In the opinion of the Peer Team the hostel of the college plays a creative role in shaping personalities of students.

Criterion-V: Student Support and Progression

The college has a high percentage of passes, and first divisions including a number of ranks in university examinations. About 60 % of the students admitted appear for qualifying examinations on completing the minimum period of study. The dropout rate is 5%. The College brings out an updated prospectus every year before admissions start. The prospectus includes a profile of infrastructure facilities, courses of study, admission rules, eligibility for admission, general rules, sports facilities, fee structure, code of conduct, awards and medals, internal assessment regulations, incentives to brilliant students of proven merit, etc. Overseas students are admitted subject to university rules. Financial aid and free books are given to needy but outstanding students. Under the 'Earn While you Learn Scheme', poor students have been enabled to pursue higher studies. Some teachers have also adopted students. During 2002-2003 select students were awarded various types of scholarships. In addition to the formal Counselling Cell in the college, teachers informally provide academic and personal counselling to students. Students and

teachers of the PG Diploma in Counselling are available to others to offer academic and vocational guidance. The college has set up a placement cell to network industrial and commercial establishments and other professional bodies in order to organize campus interviews. The college encourages entrepreneurship by organizing lectures and interaction with successful entrepreneurs. The college has an Extra-Curricular Activities Committee which motivates students in creative learning and prepares them for youth festivals, debates, music competitions, painting, dance, and games and it also arranges educational trips and excursions. A deep love for, and awareness of, India's rich culture and ethos are evident among the student community. One student is an artiste in the making. She has brought laurels to the college by winning the first prize in the All India National Youth Festival through the last successive four years. She has been honoured with a cash award of rupees one lac by the Chief Minister of Punjab.

The college has an alumna association. Old students keep in touch with the college and with present students. Several alumnae hold prominent positions in various bodies as academics, bureaucrats, social workers and sports persons of national and international repute. The college is making efforts to develop the overall personality of students by involving them in several associations such as clubs, NSS, NCC, games, sports, preparation of magazines, and dance/music competitions.

Criterion-VI: Organisation and Management

Kanya Maha Vidyalaya is one of the best-governed institutions of higher education in the state of Punjab. A galaxy of academics and eminent personalities are associated with the Management, which is responsible for overseeing the functioning of the institution, recruitment of staff, maintenance of discipline, financial management and promotion of developmental activities. The Management particularly examines qualifications of faculty at the time of recruitment, and gives much importance to qualifications and merit especially in the case of the selection of the Head of the institution, the Principal. The Principal, with the assistance of Deans of different faculties, Heads of the Departments and all other faculty members participate in decision making processes. The Principal and the faculty also ensure regular teaching and evaluation by going through the performance of the students in continuous as well as semester examinations. The Management and the Principal encourage the active participation of teachers and every member of non-teaching staff in the effective management of the institution. Non-teaching staff are given training in computers.

The college has introduced the "Earn While You Learn" scheme to motivate students. However this needs to be. Faculty members generously contribute to the staff welfare fund every month, it is used to help employees in need.

Criterion-VII: Healthy Practices

The Principal and Heads of Departments keep a constant check on the performance of teachers in order to ensure quality. An Internal Quality Assurance Cell has been created and it is maintained for regular scrutiny of the self-appraisal reports of teachers.

The college lays stress on personalized attention to prepare students for professional careers. Student-friendly initiatives like diagnostic tests and remedial classes are undertaken on a regular basis. Free coaching classes are held for the benefit of students in the summer vacation.

The college is sensitized to more recent managerial concepts like strategic planning, teamwork, decision-making and computerization. Several committees are formed to work in close co-ordination and to facilitate the smooth functioning of the institution.

The college imparts value-based education. '*Havan Yagya*' is performed at the beginning of every year followed by '*Saraswati Puja*', whereas, '*Amar Jyoti*' a symbolic solemn function marks the conclusion of the session. The organizational climate of the institution acts as a very strong substratum for promoting the sense of nationalism and patriotism among students.

The college makes efforts to build the all-round personality of students through NCC and NSS activities, cultural programmes, debates, quiz, arts and crafts, music competitions and other extra-curricular activities. Summer courses in painting, dress designing, textile designing are offered to women to improve their self-employment potential.

Section-3: Overall Analysis

Kanya MahaVidyalaya, Jalandhar is one of the most outstanding institutions founded with a vision to emancipate women from traditional orthodoxy and male domination. True to its philosophy it was founded by "Lala Dev Raj Ji" an apostle of the freedom of women. Through its history the college, has left many landmarks of achievement ever since it began its mission in 1886 to emancipate women. "Lala Dev Raj Ji" who was a true disciple of Swami Dayanand Saraswati, the founder of the "*Arya Samaj*", "took the lead with the sacred commitment to uplift women from oppression and discrimination".

The institution, which had a modest beginning with 8 women students, has grown to be one of the major institutions to impart education to more than two thousand students in several academic disciplines, both conventional and modern. The Management, the Principal and the faculty, who are committed to offer liberal curricular options, have introduced several innovative job-oriented courses. Its philosophy is to build national consciousness among students besides offering a broad-based curriculum, with value added courses in addition to the regular curricular options prescribed by the university. The college has

excellent infrastructure at the heart of Jalandhar city with its magnificent buildings, landscaped playgrounds, gymnasium, hall for indoor games, auditorium and conference halls. It has the proud distinction of being one of the centres of excellence, which is evident from its organizational management and the success rate of its students. Even a casual visit to the college impresses visitors that the institution is not just a centre of excellence for intellectual pursuits but also a place of national importance for overall personal development and empowerment of women. The basic philosophy rests upon the concept of holistic education. It undergirds the discipline among generations of students passing out the college.

The college has introduced many innovative approaches in conformity with modern curricular requirements and technologies. It is a fine blend of tradition and modernity. Group discussions, seminars and interactive sessions create the vibrant atmosphere which is commendable. The college has a proven record of its contribution to community through its active participation in community activities. Students of Kanya Maha Vidyalaya are invariably involved in many significant community programmes. Whenever there is a major problem in the community there is active participation of the college community to meet and solve it. Gujrat, UttraKanshi earthquakes and contributions made to the Prime Minister's Relief Fund during the Kargil War speak well of the institution and its national commitment. The Peer Team was deeply impressed with the fact that students of the college demonstrated their concern for international peace and understanding with a sense of humanism by observing September 11 as a Black Day reflecting the commendable concern for international peace.

The significance of the institution is evident from its great tradition of empowerment of women from the very beginning. One cannot imagine a more significant healthy tradition than the tradition of empowerment of women, the dream of the visionary founders of the institution. It indeed stands not only for a few healthy traditions confined to the institution but extends its philosophy to the wider community outside through women's education. It is also noted by the Peer Team that the college places special emphasis on promoting Hindi and Sanskrit languages in order to inculcate national consciousness. The college has introduced several incentives, especially cash awards, in order to effectively propagate Hindi, Sanskrit, music and dance. By virtue of some commendable activities the college has emerged as an institution of national importance.

The national importance of this institution is evident from the fact that four Presidents of India and Five Prime Ministers visited the college. The college today stands as one of the leading centres of learning and it contributes to the empowerment of women through its diverse programmes.

The Peer Team offers the following suggestions for the development of the college.

- I. The Peer Team recommends academic autonomy so that the college can be transformed into a major centre of excellence. It can facilitate far-reaching educational reforms including curricular and pedagogic innovation.

2. At present the college does not have the freedom to offer courses in emerging areas of knowledge like the Master's programme in Management. It is therefore pertinent to note that the Management should strive to attain autonomy and mobilize resources for offering such significant programmes.
3. Learning and working should go hand in hand. The Peer Team was impressed with the commitment of faculty and students to teaching and learning. However, stronger programmes of service are desirable. This requires sustained networking of the college with industry and the rural neighbourhood.
4. It is also desirable that the college establishes a regular Research and Development Cell to promote and monitor research activities and also to generate the finances required for the purpose.
5. Life-long learning is the key to a learning society. It is necessary, therefore that every teacher should undertake research both in the interest of updating her knowledge and also in improving qualification.
6. The college requires adequate research facilities to motivate both faculty and students in their study and research. The Management needs to invest a substantial amount for updating library facilities to match state-of-the-art.
7. The college requires adequate facilities to motivate both faculty and students in their study and research. The management needs to invest a substantial amount for updating library facilities to match state-of-the-art.

The college could update and programme its strategies preparatory to becoming a Deemed-to-be-University.

The Peer Team would like to place on record their appreciation of the warm hospitality and cooperation extended to them by the Principal, the Management and faculty of the college. The present Principal of the college is ready to provide dynamic leadership in making the institution a vibrant centre of higher learning with the cooperation and support of faculty. This exercise of institutional accreditation would not have been possible but for the teamwork of the college community.

12. Lyallpur Khalsa College Jalandhar, Punjab (Assessment Report for Institutional Accreditation)

Section-I: Preface

The genesis of Lyallpur Khalsa College, Jalandhar, a premier institution in the northern part of India, dates back to the early decades of the 20th century, Sant Avtar Singh, one of the most important figures in pre-independent Punjab, established Khalsa School at Lyallpur in 1908, which developed into a college 18 years later. The college aimed at synthesizing the best of Sikh tradition with the best of western values and knowledge. Even though Lyallpur was given to Pakistan in partition, this college showed resilience and survived the trauma of partition. With the support of the Management of Doaba Khalsa High School, the college was resurrected in March 1948 in Jalandhar. During the decades of its existence it has produced a large number of distinguished alumni, who have made Punjab and India proud.

In recent years, it has become an ideal location for high-quality educational programmes making it the first choice of students especially in IT, professional, vocational and postgraduate courses. The college has a wide campus of 28 acres with lush green lawns, vast playgrounds, well equipped computerized library, science laboratories, sophisticated computer equipment, most modern infrastructure in physiotherapy, health facilities, separate hostels for boys and girls and separate blocks each for arts, science, commerce, computer science, physiotherapy and postgraduate studies. The college Management headed by the local Member of Parliament has a definite vision and action plan for the all round development of the institute. This visionary attitude has turned this college into the most sought after place for learning in Punjab and neighbouring states. The number of students enrolled has grown dramatically from around 3,000 in early 90s to about 7,000 at present. The college is affiliated to Guru Nanak Dev University, Amritsar. It is a major contributor to the success of the university in fetching overall championships in All India sports tournaments more than 15 times. This college also produces a large number of university rank holders every year in almost every discipline.

Responding to the advances made in the field of education and the changing societal needs, the College Management Committee and the Principal have been endeavouring to meet the new challenges by introducing a wide variety of courses ranging from information technology to physiotherapy and biotechnology. The college runs a Distance Education programme to meet rising demands for higher education among youth. There has been a timely shift in emphasis from conventional courses to professional and self-funded courses.

Lyallpur Khalsa College volunteered to be assessed by the National Assessment and Accreditation Council (NAAC) and submitted its Self-Study Report to NAAC. The Council constituted the Peer Team consisting of Prof. Hemlata Swaroop, former Vice-Chancellor, Kanpur University as Chair-person; and Prof. Rajan Welukar, Deputy Secretary to the Chancellor of Maharashtra; and Prof. N.V. Narasimham, IGNOU New Delhi as Members Dr. Jagannath Patil, Assistant Advisor NAAC, co-ordinated in visit to the college on October 20 and 21, 2003.

After a careful study of the Self-Study Report and the relevant documents submitted by the Principal of the college, the Peer Team visited the departments of the college and reviewed different facilities provided for academic, co-curricular and extra-curricular activities including sports and extension activities. It interacted with various constituents of the institution. The Peer Team also interacted at length with members of Governing Body, the Principal, teaching and non-teaching staff, students, parents and alumni. On the basis of the inputs gained thus, and in the light of the seven criteria laid down by the NAAC, the Peer Team assessed the performance of the college. A detailed report on the assessment of its performance highlighting commendable features and identifying areas of concern is presented below.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

Lyallpur Khalsa College is affiliated to Guru Nanak Dev University and (GNDU). It offers a total of 38 courses of which 15 are offered to undergraduates and 10 to postgraduates. One undergraduate and twelve postgraduate diplomas are offered. The programme options cover major disciplines such as Arts, Biotechnology, Science, Commerce, Management, Computer Science and IT and Physiotherapy. Besides these the college offers 15 preparatory courses for various competitive examinations, 5 crash courses in computers and 3 computer related courses sponsored by the central government.

The Management has introduced new courses in IT and biotechnology in response to the rapid growth of modern technology. Course options offered by the college make provision for conventional, professional, vocational and training courses (offered for in-service people in the evening). The college has availed itself of the various options provided by the university to offer programmes both in the aided and self-funded modes. Most of the conventional programmes are covered by the government's grant-in-aid and the other professional courses in computer science and IT; biotechnology, physiotherapy and management studies are self-funded.

In each of the disciplines offered at the UG and the PG levels the curriculum of the university provides for wide ranging options and the college has ensured that a large variety of these options are made available to students. Courses such as B.Sc. vocational biotechnology, Bachelor's degree in physiotherapy, B.Com.

professional and MCA are distinctly career oriented. Students are allowed to appear for additional subjects. They are also allowed to do diploma courses simultaneously along with regular programmes. In addition to this, the college consults educationists, scholars and dignitaries from various fields in order to enrich course content and to deliberate on academic issues. The Computer Science Department helps all other departments with the use of the latest technology for effective transfer of knowledge to students.

To introduce a new programme within the regulations of the present university system, the college takes seven to eight months. The Principal is a member of the Academic Council of the university. A few members of the faculty are on various Boards of Studies of the university, some of them have actively participated in seminars, workshops, orientation programmes and refresher courses dealing with curricular change and updating. The college-industry-neighbourhood networking has been established in certain professional courses run by the college viz. biotechnology and computer science. The collaboration is used for field visits, demonstration, experiments and on-the-job training for students.

Criterion-II: Teaching - Learning and Evaluation

The curriculum is transacted through teaching, learning and evaluation, which is undertaken at degree and postgraduate levels.

Admissions are made on merit. The college follows the reservation policy as laid down in the constitution of India. Admission to conventional undergraduate and postgraduate programmes is based on past academic record. In courses like computer science admissions are made on the basis of the entrance test conducted by the university. Group discussion is one of the criteria of selection for some postgraduate courses. Students who excel in extra-curricular and sports activities are given extra weightage at the time of admission. Special entrance tests are administered to admit students into the professional and vocational courses.

Students have to choose subjects at the commencement of each of the three years of degree courses according to the requirement of the university. A committee of teachers gives counselling to students to choose their subjects. They are allowed to change their options within a period of one month with the permission of the Principal if they find the subject difficult. In professional courses, teachers are asked to follow student progress in their respective programmes. The college runs remedial courses for SC/ST students and slow learners. Advanced learners are helped by providing extra handouts/ reading material and are encouraged to consult reference works and web-sites, Postgraduate students of the Commerce Faculty have the practice of forming Voluntary Quality Circles and teachers act as facilitators.

At present, the college adopts the annual pattern for most of the courses and the semester pattern for BPT and MCA courses as prescribed by the university. Faculties meet at the beginning of the academic year to discuss distribution of subjects, syllabus and to prepare tentative teaching plans and schedules.

The schedule of work is distributed to students at the beginning of the session. Every teacher submits to the Principal his or her report on progress of work for each term. Mid-term course-correction is also sometimes made at departmental levels as and when necessary.

In conventional courses the traditional lecture method is predominantly used. Seminars, class presentations, tutorials, term papers, on-the-job summer training and industrial tours and case-studies are used to supplement the lecture method mostly in professional and vocational courses. Use of the overhead projector and audio visual aids supplements classroom teaching. The college has a Communication Design Centre/Media Centre to help faculty avail themselves of the facilities for preparing powerpoint presentations and for audio-visual recording.

Students are also encouraged to participate in inter-collegiate seminars, quiz and symposium. Character and personality development is emphasized in all activities of departmental associations. Other associations managed by students under the guidance of teachers also provide several co-curricular and extra-curricular activities.

The college conducts preliminary and terminal examinations at the end of the first and second terms respectively in order to assess student performance. The final examination is conducted by the university. Results show good performance by students many of whom are in merit and rank lists. In addition, the college conducts home tests, snap tests, seminars and summer training. It conveys to parents/guardians results of their assessments along with the comments of the teachers in charge, and unsatisfactory performance is discussed for suitable remedy. It has recently started e-exam which students can take any time during the year.

The college has 96 permanent, 64 temporary and 21 part-time faculty members out of whom 16 are Ph.Ds, 37 are M. Phils and 128 postgraduates. It follows the norms of the UGC, the state government and the university while selecting the faculty. They are selected on the basis of outstanding academic record, most of them are gold medalists and university rank holders. All appointments are made against approved vacancies through advertisements in local dailies. At present, 85 to 90% of the faculty are fulltime teachers. The Management encourages faculty to attend seminars, refresher and orientation programmes. Some teachers have published papers in national and international journals.

Criterion-III: Research, Consultancy and Extension

In general the college concentrates more on teaching than research. However, biotechnology, commerce and management, history and physiotherapy departments pursue research. There are 17 teachers with Ph.D. and 32 with M. Phil. It was noted that young teachers are motivated to do research. A few teachers have published research papers in research journals. Five teachers have registered for the Ph.D. degree in different universities. The Peer Team recommends that the college may utilize research

grants available under many UGC schemes. The Department of History has a project with India Heritage Research Foundation and also a collaborative project with the Punjabi Arts Council, Birmingham. The college offers consultancy informally. However, it may be formalized.

The Department of Physiotherapy provides consultancy and curative services for a number of health problems. Some staff members provide consultancy services to agencies like the Punjab Police Academy, Army school, LBS National Academy of Administration, Mussoori, All India Radio and other institutions.

The NSS and the NCC wings of the college have formal extension programmes. Teachers are in charge of NCC and NSS activities. A wide range of activities are undertaken by them ranging from helping victims of natural calamities to tree planting and cleanliness drives in villages, from blood donation and pulse polio immunization on campus to programmes in social awareness (AIDS, drug abuse, human rights, women empowerment, etc). Visually handicapped students are given financial aid and other help such as braille facility and recorded lectures. They do organize literacy programmes. NCC cadets assist the civil authorities in traffic control whenever required. Some of activities such as raising scholarship funds, grant of books or monetary assistance to outstanding achievers and those who are in need, and creating social and environmental awareness are often organized in collaboration with NGO's like Lion's Club, Rotary Club and other social organizations.

Criterion-IV: Infrastructure and Learning Resources

The college has 86 class rooms and 29 well equipped laboratories. There are separate blocks for each Faculty with sufficient number of suitable classrooms, galleries, departmental library and faculty rooms. All blocks have support facilities like intercom, clean and safe drinking water and separate toilets for women and men. There is a separate block for the Principal's office and general administration. The college also maintains infrastructure facilities like the Student Centre, post office, bank, dispensary, fruit shop, book shop, public telephone, two auditoriums, a well furnished and air-conditioned guest house, limited number of residential houses for teaching and non-teaching staff, separate hostels for men and women an open air theatre, etc. There are tube wells for water supply.

Overall maintenance is regularly monitored by the College Management Committee, and for this purpose they have employed sufficient number of staff. The college has installed two electricity generators with 120 KV capacity to provide back up supply of power to the whole campus.

The college has established a fully computerized two-tier library system. Besides the well-equipped central library, there are departmental libraries maintained by each of the Faculties separately. The central library, located in a spacious building, has more than 78,000 books and 122 journals/magazines. The library is open from 9.00 a.m. to 7.00 p.m. on all working days. There is Book Bank facility to lend books for the whole year to poor and deserving students. The library has reprographic services and internet facility

for staff and students. It is fully computerized for all operations. The Library Advisory Committee monitors library services. The Librarian and all Heads of Departments as its members. Fully equipped state-of-the-art laboratories in information technology, physiotherapy and biotechnology are part of an important support system.

There is a central computer facility in the 'Computing and Cyber Centre' with 20 computers. This facility is open from 8.00 a.m. to 7.00 p.m. on all working days. Besides this central computer facility, there are separate computers for the library, the Principal's office, accounts and administrative as well as academic departments. The computer centre has been engaged in the development and fabrication of computer-aided packages for the automation of office procedures, examination work and library services. Most of the software is developed by students of the Information Technology Department and this is commendable.

There is a dispensary in the college with a visiting physician who provides health services to staff and students during college hours. The Physiotherapy Department also provides medical services and pathological tests to them.

The college has a fully equipped multi-station gym, rooms for indoor games, well maintained playgrounds and tracks for various sports and games like football, hockey, kabaddi, volleyball, basketball, handball, kho-kho, softball, ball badminton, athletics, boxing, judo, yoga and table tennis. The college encourages outstanding sports persons by providing free education, free hostel accommodation, free meals, scholarships and special prizes.

The college has a very distinctive record in games and sports. It has a list of alumni who excelled in games and sports at national and international levels. Two of them have received the Padamshri award, three are Arjuna awardees, three are Olympians and fifteen are international players. The college has been the winner of the overall trophy in university meets during the past three successive years.

It has good student hostels with recreation facilities to accommodate 150 women students and 280 men students. The infrastructure is optimally utilized.

Criterion-V: Student Support and Progression

The record of progression of students of the college is very impressive. About 95% of students admitted appear for the term-end/annual examinations conducted by the university. The dropout rate is around 4% in science and arts, and less than 1% in commerce and computers. The college has a very active alumni association, which takes interest in the activities of the college and it also helps in mobilizing resources. The alumni contributed Rs. 13.5 lakhs for the development of the college in 2002.

The college publishes four prospectuses, one each for computer and IT courses, physiotherapy, evening courses, and all other courses including PG courses. These are updated every year and bear details about eligibility, fee structure, courses, scholarships, etc. The college magazine called *The Beas*, and the fortnightly Wall Magazine are published.

SC/ST and OBC students avail themselves of fee concessions provided by the state and central governments. Handicapped students, university toppers and outstanding sports persons are given free education. The college grants nine sponsored scholarships to merit holders and distinguished students ranging from Rs. 2,000 to Rs. 12,000 per annum. Children of teaching and non-teaching staff are given free-ships (in traditional courses) and half fee concession in professional courses. The visually challenged and other handicapped students are given full fee concession along with other facilities. The college has an open policy for admission of overseas students to all courses of study.

There is a placement cell in the college, particularly for placement of UG and PG students of computer science and I.T. An impressive placement brochure is published. The Placement Officer maintains close liaison with potential employers.

There is a five member 'Students' Guidance Cell' to provide career guidance and counselling. The Department of Extra Mural Activities and Youth Services and the Student Welfare Committee render support services. There is a 'Women Grievances Cell' to take care of the grievances of women students.

The college has very good recreational and leisure time facilities. It organizes indoor and outdoor games, cultural events, sports and games events, essay writing competition, debates, dance/music competitions, etc.

The college has formed student clubs/associations like the Business Club for the students of commerce and management, Techno Students Association for IT students, English Literary Society for students of English and so on. These clubs actively organize events such as seminars, extension lectures, debates, essay writing competitions, etc.

NCC and NSS training is given to students to develop in them values of character, discipline, courage, comradeship and selfless service. Students are prepared for regular commissioning in the army and the air force.

The college organizes workshops on personality development, art of living, time management, communication skills, etc from time to time. There is ample scope for students to participate in such activities.

Criterion-VI: Organisation and Management

Lyallpur Khalsa College is a privately managed government aided college, affiliated to Guru Nanak Dev University, Amritsar. The local Member of Parliament is the Chairman of the Governing Body of the college. The high level of understanding and coordination between the Management, the Principal and faculty members has resulted in the fast track growth of the college during the past decade.

The Principal has the freedom to take key decisions under the broad policy set down by the Management. Various academic bodies help the Principal in the process of decision-making. Students are not directly involved in this process but their needs and suggestions are given due consideration through the suggestion box and feed back forms.

The college Management does not interfere in the day-to-day administration. Administration is decentralized to help different units to work effectively. Although the Administrative Office remains in command, clerks have a measure of authority to take decisions in the tasks assigned to them. Each is given a specific job and trained for the purpose, and then held responsible for its execution.

Employees have easy access to the Principal and can discuss their problems with him. Facilities like advance payments in case of financial need, Group Insurance for their future welfare, supply of uniform to Class IV employees once a year are available to non-teaching staff.

Manpower planning is done at the beginning of the academic session and *ad hoc* teachers are appointed to supplement the work of permanent staff. Many *ad hoc* teachers are appointed in regular vacancies after a year's probation. Differential pay scales are given to incumbents in sanctioned posts, temporary posts and part-time teaching positions.

The college determines long-term and short-term financial goals, devises appropriate means to raise and utilize funds and ensures proper coordination between the various activities of the Accounts Department. It has successfully generated revenue of more than two crores through fees collected from students of self-funded courses.

Decisions are taken fast. Inter-personal relationship of the Management, the Principal is teaching and non-teaching staff is quite smooth. Every department plays a role in administration. Facilities are used optimally. PF loan is given to employees within fifteen days of application.

The college has several student associations and societies to encourage co-curricular activities. They are encouraged to participate in intercollegiate and inter-university competitions and festivals. There is a good canteen and also a mess for students of the college where hygiene is ensured. Meticulous care is taken about the supply of clean drinking water to students and staff. Sports infrastructure is adequate.

The college is a premier institution in the region and it enjoys the goodwill of students and parents and it has made several healthy initiatives for maintaining the quality of education.

Criterion-VII: Healthy Practices

The college has internal quality checks both at administrative and academic levels. This is done by the Principal who holds regular meetings with administrative and academic Heads, and remains in touch with student representatives. The women's grievance redress cell and the placement cell for students are important initiatives of the college. Periodical reporting of teachers to the Principal also helps in keeping teaching/learning processes at the optimal level of efficiency.

The college is sensitized to more recent managerial concepts such as strategic planning, teamwork, decision-making and computerization. The introductory presentation made by the Principal before the NAAC Team was well done with the assistance of the Computer Department. The library is totally computerized. Strategic planning for optimal utilisation of material and human resources, infrastructure and campus facilities have been effective. Emerging modern professional needs and the consequent career oriented education have led to the creation of the Departments of Computer Science and IT and courses in biotechnology, professional commerce, physiotherapy, etc. This has resulted in a marked increase in student intake which is higher than that of other local colleges. Self-funded programmes have helped.

The college has national tie-ups with industry in relevant fields. Exchange programmes are planned in collaboration with San Jose university in the U.S., Weteachonline of U.K. for IT online instruction. Some teachers, history, biotechnology and physiotherapy have international contacts and they are beneficial to the college both academically and financially.

The specific mission and goals of the humanitarian Sikh religion are being promoted, but basically the institution is secular in its outlook and administration. All round personality development of students is being promoted.

The college-community interaction is achieved through its very lively alumni association and co-curricular and extra curricular programmes for students. NCC/NSS/Cultural activities and seminars make it a living institution of learning.

The extension programmes of the college are made available to the community through evening classes and weekend courses in skill-training for placement. Regular extension lectures by visiting scholars and dignitaries add to the extension dimension of college work. Visually challenged students are taken care of. The overall co-operation of the Management, the Principal, faculty and non-teaching staff is commendable. There is no political interference even though the President of the Society belongs to a political party.

The logistics of managing six major disciplines in three different modes viz. conventional, self-funded and evening courses are well taken care of with optimum utilization of personnel and infrastructure.

Section-3: Overall Analysis

The Self-Study Report of the Lyallpur Khalsa College, Jalandhar, and the two-day visit to the college have amply shown that this institution with a pre-partition history in Pakistan's Lyallpur (now Faisalabad) and its post-partition re-establishment in Jalandhar in 1948, has a long tradition of sincere hard work and excellence put in by all scholars. There is evidence of successful teamwork across different constituencies of the institution.

The 28 acre campus, departmental buildings, labs, lush green lawns with a dynamic student community-all create a conducive atmosphere for hard work and the teacher-student relationship of mutual trust and respect. The information structure provided by the college is effective. The newly established IT Department, the Biotechnology, Physiotherapy, Commerce, Humanities and Social Science Departments have independent premises to pursue their programmes. Student support like the library, canteen, gym, hostel, etc. provide a congenial environment for study, play and personal development. The open-air theatre and creative cultural opportunities for students lead to their all round development with an admirable blend of modern and traditional culture of the Punjab. The administration by the Head of the institution, effectively keeps the system with a harmony of functions. The Principal, faculty, staff and students all work with one vision and aim to excel others. As an undergraduate college, catering to a large student population through a multi-faculty provision, the college has, to a very large extent, achieved the objectives and goals of academic, physical and cultural, development of their wards. It was the tradition of an excellent undergraduate institution of higher learning.

By starting PG courses in the Faculties of Science, Arts, Social Sciences, Commerce and Management and Computer Sciences and Information Technology and by offering 10 PG courses and 12 PG diploma courses the college has achieved a major curricular change during the last 7 or 8 years. Some of them were started only in

2002-2003. The first batch of final year students, have distinguished themselves by obtaining university ranks. Without the total commitment of teachers to their vocation this would not have been possible.

Departments like Punjabi, History and English have research potential. The introduction of postgraduate education in the college has facilitated the advancement of research.

Commendations and Suggestions

The Peer Team after going through the Self-Study Report in detail and after visiting the various departments and reviewing physical facilities of the college, developed during a short span of time, appreciates the efforts of the Management, the Principal, teaching and non-teaching staff in achieving the goals set at the time of its establishment. It shows evidence of planned development. It is commendable that most of the courses are career oriented and self-funded. However sustained efforts are necessary to bring the college upto the national level. The Team recommends however, that other basic disciplines in science subjects, literature and social sciences may be established for a wider range of academic and inter-disciplinary pursuits so that the college may be a vibrant intellectual centre. Also the college may ensure that application based programmes, valuable in themselves, are added to pure and classical disciplines.

In short, the college shows considerable potential and motivation for growth, apart from strengthening the existing infrastructure for maintaining high quality in each discipline. The recommendations and suggestions given below are intended to bring about further improvement in performance. The Peer Team would like to commend the college for its good practices, particularly –

- its Placement Cell with a regular Placement Officer that has enabled increased absorption of students in industry;
- focus on all-round personality development of students evident in the initiative of students in various activities;
- the visionary approach of the Management is clearly evident in the introduction of professional courses relevant to the time;
- introduction of courses in computer science and IT, physiotherapy and several other professional courses, which are self-supporting and which provide opportunities of placement to students, even while they are undergraduates;
- extensive use of modern teaching aids, such as, OHP, slide projector, LCD, models and charts;
- collaboration with national and international institutions and industries;
- overall championships in All India sports tournaments won more than 15 times;
- commissioning of NCC cadets in defence services.
- implementation of the system of obtaining feed back from students for evaluating teacher performance and other academic and administrative aspects of the college;

- effort to enrich campus life and to maintain ideal academic ambience for the successful implementation of both academic programmes and extension service projects;
- maintenance of clean campus, parking lots, toilets, protected and treated drinking water, student store and canteen;
- help to deserving students through fee concessions, books and other forms of financial assistance;
- sense of dedication of teachers, as well as outstanding performance of students;
- teamwork and decision making through the Representative Committee;
- seminars, quiz programmes, debates organized by the college for personality development, and facilities like internet, T.V. and C.D.'s;
- goodwill and respect of the people evident in the regular flow of donations from various individuals and institutions;
- preparation of the academic calendar at the beginning of the academic year;
- identification of bright and weak students after admission for providing additional necessary coaching to the slow learners;
- organization of several social programmes for inculcating the sense of civic responsibility among students; and
- coveted teacher awards such as the Sahitya Academy and international awards.

While commending the college for the above features and practices, the Team would invite the Management and the Principal to consider: -

- the necessity for widening the range of disciplines to include more of humanities, social sciences and basic sciences;
- adoption of the Teacher-Ward System to strengthen teacher-student relationship further;
- more subscriptions for standard national and international journals in all the departments;
- development of research in almost all departments and encouragement of faculty members to submit project proposals to national funding agencies such as the DBT, CSIR, AICTE, UGC and others.

- Development of consultancy services offered to industry and other agencies by faculty and generation of resources by establishing a name in fields of interest /specialization;
- Promotion of sports activities for women;
- autonomy to achieve excellence and to prepare for Deemed-to-be-University status.

The Peer Team wishes to record its appreciation of the goodwill and co-operation extended to them by the Principal, the faculty, the Management and students.

13. Lyallpur Khalsa College for Women Jalandhar, Punjab (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Peer Team comprising Prof. K.B. Powar (Chairman), Prof. Vijay Shivapuri (Member Coordinator) and Prof. Chandrakala Padia (Member) visited the Lyallpur Khalsa College for Women, Jalandhar on September 4 and 5, 2004 to validate the latter's Self-Study Report and to assess and accredit its performance. The Team carefully examined the Self-Study Report and other materials made available to them by the college. It also visited the departments, reviewed facilities and the infrastructure; and interacted with teachers, students, members of the Governing Body, non-teaching staff, parents and alumnae. After careful analysis and study, and in the light of the seven criteria laid down by the National Assessment and Accreditation Council (NAAC), the committee submits the following report.

The Lyallpur Khalsa College for Women, Jalandhar was established in 1958 as a women's section of the Lyallpur Khalsa College for Men, which was itself started in 1948, as a transplant of the Khalsa College at Lyallpur, now in Pakistan. The college became an independent institution in 1960. It was initially affiliated to Panjab University, Chandigarh but it later came to be affiliated with the Guru Nanak Dev University, Amritsar after the latter's establishment in 1960. The college is now located on a beautiful campus in Jalandhar, 12 acres in area, on the Grand Trunk Road. Approximately 80 per cent of the students come from the rural areas of Punjab. There are also students from other states of the country, chiefly Uttar Pradesh. It offers undergraduate programmes in arts, commerce, humanities, and science (economics, information technology and computer applications); postgraduate degree programmes in arts and commerce; postgraduate diploma programmes in computer applications; and also vocational programmes in tailoring and beauty treatment. It has a three-tier Management structure including the Foundation Committee, the Governing Council and the Management Committee.

Section-2: Criterion - wise Analysis

Criterion-I: Curricular Aspects

The Lyallpur Khalsa College for Women was established primarily for the promotion of education among women of rural areas of the Punjab. The goals and objectives of the institution, as stated in the introduction to the Self-Study Report, include the development in student qualities that characterize Indian womanhood (modesty, chastity, spiritual values), instilling in them ethical values and a spirit of patriotism, and making them independent, self-reliant and capable of self-employment. These goals are clearly

enunciated and the different stakeholders are aware of these objectives. The cultural ethos and social environment that prevails on the campus and also the introduction of technical and vocational programmes, suggest that the college has been largely successful in meeting them. From the deliberations that took place at meetings of the Peer Team with parents and alumni, it appears that the Management is responsive to needs of stakeholders.

Criterion-II: Teaching - Learning and Evaluation

The Self-Study Report is ambiguous about the admission procedure. However, during the course of the discussion it was evident that admissions are made on the basis of both merit (marks at the qualifying examination) in the case of most subjects, and on past academic record, group discussion and interview, in the case of computer application programmes. The reservation policy of the government is followed. Special consideration is shown to students who have excelled in sports and extra-curricular activities. Generally most applicants are able to secure admission. Students have a choice of subjects/subject-combinations within the framework of university regulations. There is some flexibility in the sense that students can change subject combinations at the beginning of the academic session within a stipulated period. The progress of the student is monitored through effective student-teacher interaction. All the university programmes offered by the college follow the syllabi of the university. Instruction is predominantly through lectures with audio-video facilities as and when required. At the postgraduate level departments have group discussions, case studies and subject-related exhibitions.

40 per cent of the staff are temporary, reportedly because of the present government policy. However, permanent staff have good academic qualifications with two-thirds of them having research (M.phil. And Ph.D.) qualifications. Some of them sustain their research-interest by participating in seminars and workshops and presenting papers. The selection of staff is in accordance with university guidelines. However, the requirement of the university that men staff cannot be appointed if women candidates with minimum eligibility are available, seems to be old-fashioned. Evaluation of faculty is based upon the results of university examinations and on information given by them in their annual self-appraisal reports. Members of faculty are given adequate opportunities for their academic progress and professional advancement

Evaluation of student performance in different programmes is made in accordance with the norms and procedures laid down by the Guru Nanak Dev University. It is based on the annual examination in the case of programmes in computer applications.

Criterion-III: Research, Consultancy and Extension

Research activity is limited and depends on individual initiatives of a few teachers. There are no research projects though students and their teachers participate in preliminary research work done for projects work which is a part of the academic requirement for the degree. No consultancy work is undertaken either by the institution or by the staff.

The institution promotes extension and extra-curricular activities. It has one NCC unit and three NSS units. The latter take up a variety of projects. Most departments have clubs that promote extra-curricular activities. Many bring out information bulletins and newsletters. The college has collaboration with NGOs like the Red Cross and the Rotaract/Lions clubs and takes up programmes beneficial to community like literacy promotion, polio-pulse vaccination and blood donation.

The college promotes sports to a considerable extent. It has good sports facilities (including a gymnasium), and a very good record in collegiate hockey and athletics, and has produced a large number of sportspersons who have taken part in national and international events. The alumni include two Arjuna Award winners.

Criterion-IV: Infrastructure and Learning Resources

The college, located on a twelve-acre campus, has adequate physical infrastructure in the form of buildings for classrooms, library, canteen, gymnasium and other student activities. It has a hostel for 200 girls, a playground with facility for team sports, an air-conditioned auditorium, a multi-purpose hall and a heritage museum. There is ample open space covered by lawns and trees. The college has developed a herbal garden and has earmarked a portion of the land for green cover. The infrastructure facilities are adequate for running different programmes. The Department of Computer Applications and the Computer Centre have three laboratories with forty PC nodes. It issues a newsletter, which is useful to students and the general public. The infrastructure is well maintained. There is scope for expansion of physical facilities when the academic programmes increase. Space is utilized to the maximum. For example a Nursery Teacher Training programme is being conducted by the All India Women Education Society on the college premises in the evenings.

Criterion-V: Student Support and Progression

The record of student progression is well appreciated. The dropout rate is low (less than 5per cent) the success rate at the university examinations is very good. In 2002-03 it was as follows: B.A. Part-I 84.9%, B.A. Part-II 100%, B.A.> Part-III 99.4%, B.Com. Part-I 100%, B.Com. Part – II – 95%, B.Com. Part – III 100%, B.Sc. IT Part-I 100%, B.Sc. Part –II 100%, B.Sc. Eco Part – I 100%, BSc Eco Part – II 100% B.Sc. Eco Part – III 100%, BCA Part-I 100%, M.Com. Part – I 100%, DCA – 95%, PGDCA – 100%, PGDIT-100%, and PGDDT – 100%.

Students receive support in academic and extra-curricular activities through staff counselling. Tutorial groups have been set up for students with every teacher being responsible for forty of them. The out-of-class activities are facilitated by departmental clubs. There are a number of committees to advise/help students and monitor their activities. These include the Staff Council, the Staff Advisory Committee, the Library Committee, the Examination Committee, the Canteen Committee and the Hostel Committee. A few departments provide career guidance. There is a network of extension activities which covers areas of sports, culture and community services. It enriches students and broadens their exposures to life. The list of alumni is impressive in terms of attainments in post-college life.

Financial assistance is provided to needy students and stipends are paid to those from under-privileged classes as per government rules. At present out of 1200 students 781 receive financial support in some form or the other. Students securing over 60%, 70% and 80% respectively receive 10%, 20% and 30% fee-discount. Outstanding sports persons are fully supported.

Criterion-VI: Organisation and Management

The Lyallpur Khalsa College for Women is a privately managed and government-aided institution affiliated to the Guru Nanak Dev University, Amritsar. As mentioned earlier it has a three-tier governance structure comprising the Foundation Committee, the Governing Council and the Management Committee. The Foundation Committee is responsible for laying down policy matters and for financial allotments. The activities of the college are guided by the Management Committee. However, the day-to-day administration is the responsibility of the Principal. The college Management is participatory with the Principal being assisted by different committees. Students can have access to the Principal through the committees concerned and through teachers. In urgent and important matters they can meet the Principal directly. Staff have direct access to the Principal. Two representatives of the staff attend the general meeting of the Management Committee and place their views on matters before them.

Criterion-VII: Healthy Practices

A noteworthy feature of the college is that the teaching learning process is through a combination of classroom teaching and group activity. Students imbibe information and knowledge through various activities conducted by the departments individually, and by the college collectively. The organisation of tutorial groups is a quality-enhancing measure.

Another healthy feature is the participatory nature of the Management, with faculty and students being able to contribute, through suggestions, to decision making.

Students needs are looked into immediately and this is possible because of the open channel of communication available to them, through committees, staff members, and the administration.

The environment of the college is healthy because of the close student-teacher relationship. This was amply demonstrated when the Peer Team met with students and alumni separately. Among both categories of stakeholders there was a feeling of satisfaction and confidence in the Management of the institution. The goodwill prevalent in the community as a whole suggests the presence of many significant healthy practices.

Section-3: Overall Analysis

The Committee was impressed with the quality of education provided to young women, who come predominantly from rural areas, in an environment consistent with Indian culture and traditions. The college has a high social accreditation and is privileged to enjoy the confidence of the community. At the meeting of the Peer Team with the alumnae and parents an assurance was voluntarily given that different stakeholders would soon meet to chalk out concrete proposals for helping the institution. The college has dedicated staff who perform under the dynamic leadership of the Principal. The college Management plans to promote development activities and is open to suggestions. The Peer Team would like to offer the following

1. The college may expand its academic activities by starting additional programmes in the science faculty in subjects like electronics and microbiology. It may start more postgraduate programmes in the subjects already being taught (English, Punjabi and geography), and introduce specializations at the Master's level.
2. The college may start programmes in professional areas which are in great demand. It is a welcome development that a 'No Objection' certificate has been received for a degree programme in nursing.
3. The college may intensify its programmes relating to values and preservation of tradition and culture. A start has already been made with the establishment of the Heritage Museum.
4. Staff members may be encouraged to undertake research and apply for research funding.
5. Consultancy services may be started in areas like computer applications where industry-related projects are already being undertaken.
6. The university should provide for the inclusion of representatives on the Management Committee of the College

The college can add to the variety of activities it has already undertaken.

While closing, the Peer Team wishes to record its appreciation of the active cooperation extended by the Principal and her colleagues.

14. Madras Christian College, (Autonomous) Tambaram, Chennai (Assessment Report for Institutional Accreditation)

Section-I: Preface

Madras Christian College, established by Scottish Missionaries, has been in existence now for 156 years. It has a hoary past that challenges the patterns of education in the present and future. The leadership in the college has met these challenges with foresight and fortitude and emerged with three key areas being identified, as being consistent with their mission: academic excellence, spiritual vitality and social concern.

In the evolution of a college with such a distinct identity a turning point was the adoption of autonomy in 1978. The term autonomy achieves new meaning, judging by the strides made by the college, in research, publication, innovative practices in teaching and learning, (the library in braille being a unique development here) and all based on an enviable infrastructure and support system. It has become a microcosm of life lived with purpose. The need for individual, institutional and environmental improvement has translated into major academic and outreach programmes that come under the UG, PG, M.Phil., Ph.D. and diploma programmes and the self-funded/evening college, non-formal school system for continuing education and the socially relevant neighbourhood ministries. In the immediate future it is looking for possibilities 'beyond autonomy' with the introduction of credit-based and flexible patterns of learning within the college and a distance education course outside it, constituting the first steps on this path.

The College volunteered to be assessed by the NAAC, Bangalore and submitted its Self-Study Report in October 2003. NAAC constituted the Peer Team consisting of Prof. P.S. Zacharias, Vice-Chancellor of Goa University, Goa, as Chairperson; and Dr. G.H. Gidwani, Principal, St. Mira's College for Girls, Pune, Prof. B.G. Mulimani, Chairman, Department of Physics and Electronics; and Mrs. H.U. Shetty, St. Agnes College, Mangalore as Members to visit the college and validate the Self-Study Report. Dr. Latha Pillai, Adviser, NAAC, coordinated the visit.

The Team visited the college between December 9 and 11, 2003 and visited the departments, laboratories, library, hostels and all other facilities and had a detailed discussion and interaction with the Management, the Principal, the faculty, students, support staff, parents and alumni. All aspects given in Criteria I to VII of the Self-Study Report were analyzed and validated by the Team. The Criterion-wise report of the Peer Team follows.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

Two and a half decades of autonomy has enabled the college to achieve its objectives to a large extent. It has helped to revamp and enrich curricula so as to keep pace with the changes which are taking place in the field of higher education and to meet the needs of the changed aspirations of students. The Semester System, with continuous internal assessment, is followed.

The college has a total of 24 Departments (16 mainstream day college, 1 self-funded (autonomous) and 7 self-funded evening college) offering wide ranging programmes in arts, science and commerce. Totally 73 programmes are offered at UG, PG, M.Phil. and Ph.D. levels including Certificate and Diploma courses. The college has a total faculty strength of 196, out of which 158 are permanent and 38 are temporary positions. Among these faculty members 90 teachers have Ph.D degrees and 48 have M.Phil.

Each department in the college has the freedom to revise its curriculum. The Board of Studies – a statutory body with two external members and two student representatives in each department, meets twice a year to approve changes in syllabi. Most departments update, revise and modify the courses as and when a change is felt necessary. Usually, syllabi are reviewed and updated after a period of 3 years for UG and 2 years for PG programmes.

Normally it takes 3 months to a year to introduce a new programme. An important feature to be commended is the student representation on BOS which provides student feedback in formulating curricular content. A wide range of programme options have been made available to students, both under aided and self-funded streams.

A Master's programme in Computer Applications is offered in the Day College. In the Evening College, UG courses in microbiology, visual communication, computer applications, business administration and a PG course in social work and communication are offered.

The curriculum of courses also reflects considerable vocationalization. For example 3 courses, viz., Industrial Fish and Fisheries, Archaeology and Museology, and Advertising, Sales Promotion and Sales Management are offered at the UG level under the UGC programme of vocationalization.

The working hours of the college are such that students have the flexibility of time to select part-time courses offered by the School of Continuing Education. Thus students of the college enjoy both vertical and horizontal mobility with regard to course options. The Certificate and Diploma courses offered by the School of Continuing Education, under both the day and evening streams have considerable employment potential.

During the last 2 years (2001-2002) the college has introduced a number of new programmes in different departments: (a) A remedial course in the English department (b) forensic chemistry in the Chemistry Department (c) bio-diversity in the Zoology department (d) electives such as Advanced Database Management Systems, Software Project Management, Advanced Software Engineering, Object Oriented Programming in the Computer Science Department and Philosophy of Social Sciences, Philosophical Foundations of Gender Studies and The Philosophy of Human Rights in the Department of Philosophy.

The Team notes with appreciation that the college has changed the conventional 'Department of Botany' into 'Department of Plant Biology and Plant Biotechnology' from the academic year 2001-2002. The department has revised and revamped its syllabi at both the UG and PG levels and introduced a new course in bio-diversity and conservation. Also the Department of Social Work has completely refurbished its syllabus based on the UGC model curriculum in Social Work Education.

Laboratory and field/project work is an important component of the courses offered. It is interesting to note that all the UG students have to submit a project report each on a social issue for the required Social Ethics programme. The study of English and other languages is made more meaningful by designing the curriculum such that it helps develop the communicative competence of students.

It is observed that the self-funded stream has given a direction by showing a marked tendency towards vocationalisation, and the horizontal mobility pattern allows the student of the Day College to exploit the resources of parallel educational streams in the School of Continuing Education and the Evening College. The inter-disciplinary nature of education is given a clear frame work in the way the curriculum has been designed, with a tripartite focus on modular curricula, inter disciplinary approach and inter-institutional links.

Criterion-II: Teaching - Learning and Evaluation

The College follows a well-planned calendar which is given to students at the beginning of the session every year. The number of teaching days of the college is 90 per semester. Students are selected to various academic programmes based on their academic record and/or entrance tests and interviews.

There are well qualified and experienced teachers in the college and most of them are actively involved in research. 147 members of the faculty out of the total of 196 possess research degrees. A majority of the faculty members, including both the permanent and temporary staff, have a one-step higher qualification than the mandatory minimum for teaching programmes. 76% of the classes are taught by full time faculty. The college has a very favourable teacher-student ratio of 1:6. It may be noted that 64% of the total budget is allocated to academic purposes.

Autonomy has given impetus to learner-centred teaching. The college provides many avenues of learning to students. Classroom teaching is made interactive and interesting with the aid of audio-visual aids, field trips, educational trips, projects, surveys, seminars at departmental and institutional levels. Guest lectures by experts from outside help students to develop the ability to learn on their own. The group projects, especially in the Social Ethics programme, where every student is involved is noteworthy. Other notable features concerning the teaching-learning aspect are: (a) the collaboration between MCC and Davidson College, North Carolina, USA wherein American students undergo a Semester-in-India programme offered by the college and (b) admission of visually challenged students and the support given to them by a visually challenged person appointed as lecturer and by the unique braille library in the nation accommodated in a section of the library.

The Peer Team is happy to observe that the performance of students of the college at various competitive examinations like UGC-CSIR, SLET, GRE, TOEFL and GMAT is very impressive.

The College has adopted a continuous internal assessment system during the semester followed by semester end examinations both of which are equally weighted with 50% assigned to each. The internal assessment consists of tests, assignments and seminars. Some departments also adopt methods like quiz, presentation and snap tests for internal assessment. The examination system in the college is efficient. The college has a central valuation system with double valuation of answer scripts of the semester-end exams at both the UG and the PG levels. Scripts are valued by one internal and one external examiner. Results are usually announced within 30 working days after the conclusion of the examinations. Staff and students are happy with the examination system which has been remarkably efficient. There is an effective grievance redress cell to monitor and handle student grievances as regards their marks. The conduct of supplementary examinations to help students not to lose a year due to marginal failure is a noteworthy student-friendly practice. The recently introduced credit system has further augmented the quality of teaching-learning-evaluation processes.

Teachers are encouraged to participate in orientation and refresher courses and to attend national and international seminars/conferences/workshops so that they can keep themselves abreast of developments in their areas of teaching/research. During the last three years nearly 125 teachers have benefited from the Faculty Development Programmes of UGC. There is also a provision of study leave for teachers. Faculty of the college are given training, free of cost, in the use of computers by the School of Continuing Education. Several teachers have acted as resource persons. Six teachers of the college have won awards for teaching and research during the last five years.

It will not be out of place to mention that the self-appraisal of the teaching staff as regards their teaching, needs to be formalised.

Criterion-III: Research, Consultancy and Extension

The College has the tradition of promoting and sustaining research culture. Many of the departments are recognized research departments offering M.Phil. and Ph.D. programmes. 80% of the staff are involved in guiding research at the M.Phil. level and 60% at the Ph.D. level. During 2001-2002 the number of students pursuing M.Phil. programme was 86 and that of Ph.D. 73. The number of Ph.Ds awarded during the last five years is 51. The number of research students currently registered for Ph.D. is 67-full time and 50-part time. More than 50% of the staff are publishing regularly. 21 research projects have been completed during the last 3 years and the number of ongoing research projects funded by agencies such as DST, UGC, CSIR, Ministry of Environment and Forestry is 13.

It is to be appreciated that there are 7 Junior Research Fellowships and 5 persons have received research awards at the national level. 73 teachers have attended international seminars.

To promote research, the college has set up a Research Development Cell (RDC) with the Principal as convener with the objective of facilitating and monitoring research. The college Management encourages research work and provides monetary support to initiate the same. Many departments collaborate with national and international institutions.

The college offers, presently, consultancy services on honorary basis, broadly, in the areas of academics, social work, environmental issues and HRD. The Peer Team feels that the college can think of creating a cell to offer consultancy, particularly, in the area of academics to other institutions in the country and to generate revenue.

The college is very strong in extension activities. Extension activities in different areas are organized by different functionaries. The extension activities undertaken by the college can be classified broadly, into three categories: Health, Educational and Training services. The Peer Team is happy to observe that the extension activities are not sporadic but properly institutionalized with structured monitoring mechanisms. The unique feature of the extension activities is that they form an integral part of the educational programme and process, that is, there exists an academic-extension interface. Just to quote a few: medical services are provided to the needy by The Family Life Institute and The Oxfam Maternity and Child Care Centre; educational services are rendered to the children of rural neighbourhoods and underprivileged sections of the society by R.S.L. and Oxfam Primary School and training services in the area of rural development are offered to rural workers by The Jonathan Callaghan Rural Development Studies Centre. The college farm, apart from providing dairy service to the campus community, helps students in their academic projects.

The NSS wing of the college is active in organizing blood donation camps, adult literacy programmes, and awareness creation camps. The NCC unit of the college also organizes camps in the rural neighbourhood.

The unique area of extension work which is also worth mentioning is the service to the visually challenged by The Students Services for the Blind unit in the college. Extension activities of the units like the Student Christian Movement which is involved in leprosy relief work, the Student Aid Programme of the Staff Wives' Association are notable.

The Scrub Society of the college comprising student and faculty volunteers has been undertaking programmes to create "eco-awareness" and to protect the flora and fauna of the campus and of the neighbourhood.

Many of the departments in the college have been interacting with NGOs and GOs. Many meaningful joint and collaborative programmes have been undertaken. These activities have immense value to both students and members of the faculty. For example, the students of History Department have done projects jointly with the Government Museum, Chennai, Government Archives, Chennai and the State Department of Archeology. The Department of Political Science has undertaken many projects related to tribal welfare and development. It has also interacted with the Consulates and Missions in Chennai on foreign policy issues. The Departments of Social Work, Economics, Botany, Statistics and Zoology have also been collaborating with NGOs and GOs in socially meaningful activities with immense benefit to all involved i.e. society, students and staff of the college.

The research orientation, which is significant, provides the academic thrust, that combined with international student and faculty linkages at other levels makes for a certain dynamism. This makes learning not just student-centered, but also a discipline embraced with joy mindful too of its social responsibilities. The needs of less endowed learners are met by remedial courses.

The intra-disciplinary connection stretches through academic planning (faculty level), course implementation (student involvement) and extension activity (socialization). The college has a federal structure of some strength, and provides an academic model worth emulating at the social and cultural levels.

A core of dedicated professionals on the faculty creates a ripple effect that has alumni making their mark in national and international spheres. The fact that alumni go into non-government organizations, shows social concern in a marked degree and just possibly may be reversing the colonial – 'government-job' oriented mind set of the past, although students appeared to have acquitted themselves well in the area of government appointments too. Are we seeing new possibilities in the pattern of student progression?

An institution with linkages at many levels with foreign universities would have to take note of a 'brain drain' effect. It also could have 'Island' effect, meaning that it functions as a self contained entity. It would be interesting to see whether the philosophy of the college has been faced with these problems,

and in what way they have and will approach it and whether it provides any variations from national patterns.

The extension activity is well knit into the surrounding community. Globally the college has twinning and exchange programmes. Some industrial linkages are in evidence although no MoUs have been signed.

Criterion-IV: Infrastructure and Learning Resources

The campus of the college is spread over 365 acres of land. The campus houses the administrative block and academic blocks, the residential quarters, the 400 m. running track, the basketball court, the cricket oval, the football field, the hockey field, the lawn tennis court, the gymnasium and pavilion. The vast playing fields which lie across many acres of land, the well stocked central library, the large number of departmental libraries, the computer laboratories, the science laboratories, the green house, the butterfly garden, the animal house, galleried classrooms, auditorium, guest house, all provide substantial infrastructural support to students. The growth of infrastructure has kept pace with the academic growth of the institution. The college ensures better use of academic infrastructure by functioning as a regular day college as well as an evening college.

The library is accommodated in a very spacious building measuring 37,040 sq. ft. It is open access with the total number of books available in the central and departmental libraries being 1,36,000. 41 periodicals and journals have been added to the central and the departmental libraries during the last 2 years. During 2001-2002, the budget allocation was Rs. 1,15,490/-. The ratio of library books to students is 2:1 at UG level and 3:1 at PG level. There is also a braille section and an archives section in the library. The working days of the library are 270 days in a year. It is kept open from 8.30a.m. to 4.30 p.m. The library does not have the Book Bank facility.

The college proposal for computerization of all library records is pending with the UGC. The College does have the Kibble Computer Centre which is part of the Computer Science department. It has 45 computers and caters to the needs of the campus community as and when required. These are maintained and serviced by the suppliers on regular basis.

Health services and health care facilities are provided. There is a compulsory medical check-up programme as well as a dispensary on the campus with a resident doctor and a qualified resident staff nurse.

The College has made a mark for itself on the sports field too. Students of the college have risen to become state level, national level and even international level players and won awards and medals. A physically handicapped student represented the country at the Busan Fespic Games and won two medals. Sports persons are given preference at the time of admission and given incentives in the form of free

lodging and boarding, concessions in tuition fees, prizes and merit scholarships. Those who represent the country are wholly or partially sponsored by the institution.

The Physics Department has a well maintained and managed workshop; while the glass blowing unit of the Chemistry department is a cost saving unit which repairs broken apparatus and saves about Rs. 30,000/- annually.

The unique arrangement of student residence modelled on the residential patterns of Oxford and Cambridge Universities is perceived as an exciting feature of campus life. The alumni recall their stay in the “Halls” of residence as one of their most memorable experiences. Excellent mess facilities, indoor games, a full-fledged bank and a post office on the campus cater to the needs of students. The added facility of an International Guest House is made available through the generous contributions of alumni and friends of the institution.

Criterion-V: Student Support and Progression

The college prospectus published annually gives detailed information about courses offered, eligibility criteria for admission, fee structure, and other relevant information. Approximately 20% of the students admitted are from outside the state and some of these are NRI and overseas students.

The pass percentage at the UG level is around 65 and at the PG level around 84. The performance of the students at the competitive examinations is impressive. One student has secured the third rank in the UPSC examination, 2003.

Financial aid available to students includes the Government of India Merit Scholarships, scholarships for SC/ST students, physically handicapped students and State Government scholarships for backward class students. Scholarships are also made available from the endowments by donors.

There is a Student Guidance Service Centre with an experienced member of the faculty appointed as convener. Academic and career counselling is offered to students by the Centre. The Centre also acts as an employment cell and arranges for campus recruitment.

The Peer Team had a lively interaction with some of the members of the Alumni Association which has its chapters all over the country and the world. It is the oldest alumni association in the country. The distinguished alumni, from different walks of life, have contributed significantly to the development of the college. There is an Alumni and Public Relations office in the college headed by an officer who reports directly to the Principal. The office brings out the newsletter ‘Anchor’ periodically to keep the alumni informed about events in the college. The alumni have been responsible for the creation of the sports pavilion, International Guest House, intercom, and compound wall in the college and also a web site.

Criterion-VI: Organisation and Management

At the top of the organizational structure is The Madras Christian College Association. The overall supervision of the college comes under its purview. It is assisted by the Board of Directors, the Governing Body of the College and the Senatus. The Principal is a member of all these bodies. One representative each from the UGC, Madras University and the State Government are on the Governing Body. The Academic Council, deals with the academic aspects of the college. The Principal is assisted by the Deans and the Bursar.

Criterion-VII: Healthy Practices

Tradition and ethos have played and are playing an important role in shaping the growth and performance of the college. The Peer Team has taken note of the following healthy practices.

- “Semester-in-India” programme for the students of Davidson College, North Carolina, USA since 1982.
- A number of courses under the self-funded scheme have been introduced.
- The M.C.C. School of Continuing Education offering job-oriented courses.
- A course entitled ‘Social Ethics’ offered as a compulsory subject for all undergraduates.
- Civic responsibility and social commitment are fostered through the activities of units organized by NSS and NCC.
- Student involvement in almost all decision making bodies such as Academic Council, Boards of Studies, the Senatus, College Finance Committee, Discipline Committee and Library Committee.
- A vibrant and comprehensive research culture that has led to the discovery of new knowledge in many branches of academic inquiry.
- A number of books and articles published by members of the faculty.
- A large number of overseas collaborations, international faculty exchanges, and knowledge partners.
- A unique braille library and development of models for the visually impaired.
- The college archives preserving the valuable history of the college.
- Housing facilities provided to members of teaching and non-teaching staff on campus.

- System of double evaluation at UG and PG levels
- The Student Guidance Bureau offering psychological, academic and career guidance.
- SWAWSA and the Centre for Women Studies that organizes welfare programmes for women workers of the campus and publishes an annual journal called '*Campusina*'
- Public opinion survey conducted by the Statistics Department.
- Scrub Society's organization of activities to promote ecological awareness.
- Young faculty research grant from college resources.
- Introduction of Choice-Based-Credit System at the UG and PG levels in the self-financed stream and the PG level in the aided stream.
- A number of Associations and Societies providing ample scope for personality development and character formation in the student.

Section-3: Overall Analysis

In keeping with the mission statement of the college the opportunities provided by this residential institution and the newly introduced Choice-Based-Credit system would appear, to be the emerging trend in quality enhancement. If the 'shakti' of the college were to be identified, it could be found not in any one place but diffused in many of the units of the college; as much in the library and archives as the cafeteria, sports field and as much in the classroom as in the halls of residence as much in the salubrious 365-acre campus and staff colony, as the adopted village and neighbourhood, as much in India as abroad.

The challenges for the college would be to sustain this dynamism within the changing national scenario, in respect to education and social reconstruction. It is to their credit, that these challenges are at the level of emerging policy on educational management. In respect to outreach, the question of how much the human resources of the quality found here, in faculty and students, has actually been utilized for society at large would have to be assessed in terms of optimization of potential. The college seems to be moving towards adapting indigenized knowledge and educational strategy to compete with challenges from overseas.

The Peer Team would like to make the following suggestions for the sustained growth of the institution.

- The College should complete the computerization of the library on a priority basis and provide reprographic facilities and make it the nerve centre for all information gathering activity.

- Greater collaboration with industry in research may be considered.
- The college may consider establishing a central computer facility with appropriate internet connectivity.
- A compulsory health insurance could be provided for the benefit of students.
- A formal mechanism for collecting feedback from students and staff could be introduced.
- The idea of seamless education with inter-departmental and inter-disciplinary academic and research programmes needs to be encouraged.
- The college should explore possibilities of drawing overseas students with courses tailored to meet their interests.
- Question Banks may be prepared in all subjects wherever applicable.
- The college could use its offices to address the concern of teaching and non-teaching staff in respect of lifting the ban on appointments.

Since self study and planned decisions have been an intrinsic part of college functioning, the college seems already conscious of new directions they may have to take. At such a juncture it has opted for assessment and accreditation, another planned decision. The questions have come from within the institution, though the answers quite rightly may have to take all the circumstances of 'without' into their perspective. The Peer Team, hopes that the college will also be able, to share their success story with other institutions in the country. We highly commend their efforts thus far and look to their continuing to be in the vanguard of 'education as service' in the future as well.

The Peer Team is confident that this exercise in self-study and analysis aided by the efforts of the Principal, Dr. Alexander Mantramurti and his colleagues will help the college in its planned growth and its journey towards excellence.

15. Marathwada College of Education Aurangabad, Maharashtra (Assessment Report for Institutional Accreditation)

Section-1: Preface

Marathwada College of Education, Aurangabad affiliated to Dr. Baba Saheb Ambedkar Marathwada University, Aurangabad was established in 1970. The college offers a one year B.Ed. course. There are 190 trainees under the Grant-in-Aid Scheme and 140 in the non-grant-in-aid scheme. It has 80 students in Marathi medium, 150 in Urdu medium and 100 in English medium. Also the college offers the M.Ed. course in the PG Department. The college has 26 teachers 15 of whom have the Ph.D. degree. It is situated in a campus about 30 acres in extent. The success rate of the B.Ed. students is usually 99 to 100%. The dropout rate is almost zero per cent. The unit cost of B.Ed. education is Rs.17,315. The academic calendar is prepared annually.

Section-2: Criterion – wise Analysis

Criterion-1: Curricular Aspects

Admission to courses in the institution is made strictly on the basis of the academic record of students. The institution works for 220 days in a year out of which 180 are teaching days. The number of practice schools for teacher training is 29. The total number of practice teaching days for each trainee is 30. Remedial help is given to educationally disadvantaged students during extra time, through additional practice and personal guidance. Advanced learners are given the opportunity for peer teaching and guidance and are motivated to do additional reading and reference work.

The faculty participate in the preparation of the annual work plan. Use of teaching aids for different topics is planned at the beginning of the session. Feedback from Heads of practising schools is obtained and used to review and redesign existing programmes.

The college has redesigned the B.Ed. syllabus. The compulsory papers are Teachers in Emerging Indian Society, Development of Learner and Teaching Learning Process, Development of the Education System in India, Essentials of Educational Technology and Management. The method papers relate to any two school subjects, which fall under the two main subjects chosen by the trainee for study, or one of them may be that which is related to his or her ancillary. There are many optional courses offered by the college, namely, Educational Measurement and Evaluation, Educational Administration and Management, Population Education, Environmental Education, and Alternative Education.

The internship programme gives students experience in the real life situation of school teaching. Field-based experience includes practice teaching of 30 lessons, working with the community, and socially useful and productive work. Activities like sewing, weaving, knitting, embroidery, pot culture, making things and gardening are organised by students which make the teaching and learning processes livelier and fruitful. It is commendable that students are taught the basics of computer operation and rudiments of internet browsing.

Criterion-II: Teaching - Learning and Evaluation

The institution has set up a good standard of curriculum transaction and evaluation. Classroom discussions, debates and seminars are arranged to promote interactive teaching-learning. Use of A-V aids is made. All the classrooms are equipped with OHPs. Video recording of demonstration lessons is done to provide feedback to students as well as teachers. Teacher educators are provided feedback on their classroom instruction by the pupil, teachers and peers.

The course content analysis is done subject-wise at the beginning of the academic session. During the first phase of practice teaching emphasis is laid on pedagogy by organizing workshops to draw lesson plans, followed by microteaching in order to develop six microteaching skills, through demonstration lessons and simulated teaching. Microteaching is organized for developing core teaching skills in simulated settings. Practice is provided for preparing micro lesson plans in five skills, namely, questioning, B.B. work, stimulus variation, explanation, set induction and illustration. During practice teaching trainees get learning experiences through interaction with students, peers, teachers and supervisors. Demonstration lessons presented by teacher-educators are observed by students, and they are followed by a discussion session. During practice teaching, the lessons of the pupil teachers are observed, both by the supervisor and the peer and the suggestions for improvement are communicated to them. During internship lot of interaction takes place between trainees and the school as a whole. University guidelines related to evaluation work is followed. Internal assessment is based on examinations, assignments, projects and work in the community. Talented students are identified and additional guidance is provided to them. Remedial teaching is arranged for weak students. Necessary feedback is provided to teacher trainees on the basis of the assessment sheets filled by students.

The institution has produced 27 gold medalists at the B.Ed. level till date. Three staff members have attended programmes organised by the Academic Staff College, Aurangabad. Many staff members act as resource persons. Value based education is imparted by celebrating all religious festivals, including national festivals, and anniversaries of great persons. The Institution inculcates civic responsibilities by constituting the Student Council. It organizes programmes for health and social welfare, cultural activities, debates, work in the community and work experience. The institution adopts a school and students offer manual

labour for developmental programmes. Students also visit the village in the neighbourhood and help to solve some problems of the villagers. The college encourages students to participate in various co-curricular activities.

Criterion-III: Research, Consultancy and Extension

The Research Centre was established in the College in 1983. The institution has constituted the Research Programme Advisory Committee. 37 Ph.D.s have been produced by the institution since its inception. At present 39 doctoral research scholars are registered with the institution. Nine research projects were completed and three are ongoing. 16 papers were published by faculty members in five years. Extension activities in the form of social work, adult education, blood donation camp, AIDS awareness and environment awareness are undertaken from time to time. Six teachers were conferred the Ideal Teacher Award. The Principal was the recipient of the Ideal Principal Award.

Criterion-IV: Infrastructure and Learning Resources

The institution has sufficient infrastructure facilities. There are well equipped classrooms, an audio-visual unit, a geography room, a teaching aids room, a computer lab, the E.T. lab and the SUPW room, an auditorium and a seminar room. Also, the institute has its psychology and science labs.

There is an advisory committee to plan work all in the library. It includes the Principal, three senior staff members, the Librarian and representatives of students. The library has been computerized. The Book Bank facility is available in the library. The library works from 10.15 a.m. to 5.15 p.m. It has 13000 books and subscribes for more than 20 journals. It has 16 sets of encyclopaedia in the library. The reference section of the library has 3000 books. The total seating capacity in the library is 70. There is free access to the library and to facilities like the internet, computer lab, information technology, and learning resources, such as, CDs, video cassettes, and audio cassettes. A sports complex and a well equipped gym are available in the campus. The college has developed a lush green garden to beautify the surroundings in the lively campus.

Criterion-V: Student Support and Progression

Almost all students admitted to the course appear for and pass the qualifying examinations. Examination results of the college are commendable because of the consistently obtained merit positions through successive years. Eight students passed NET/SET examinations during the past three years. The prospectus is published annually. Students are divided into groups of 10-12 for different activities. Career counselling is provided to them but there is no provision for placement services. Tutorials are conducted every week throughout the year. Computer literacy and some basic knowledge of ICT in Education is provided to students. The institution has formed an alumni association. The student Association is

constituted according to rules of the university. Activities are organized by the association. Facilities for indoor games, outdoor games, and cultural activities are also available. Annual sports competitions are regularly organised.

Criterion-VI: Organisation and Management

The college plans and appoints faculty members as conveners of different activities assigned to committees. The Management follows the system of interacting with its teaching faculty in order to obtain feedback periodically for mutual development of the individual and the institution. Various committees are formed and persons are nominated for internal coordination of activities. A committee consisting of the Principal and two senior lecturers checks the work efficiency of non-teaching staff. The academic calendar is prepared by the committee. Teachers are recruited by a selection committee constituted by the university. If necessary, it employs additional staff on management pay. A tuition fee of Rs. 10,000/- for each free seat and Rs. 25,000/- for each payment seat is collected. It was increased by the government last year.

Every activity is properly planned and supervised by the committee. Monthly staff meetings are held to discuss problems besides reviewing academic work. Decisions are taken in consultation with staff-members.

Section-3: Overall Analysis

- The number of optional areas offered at the B.Ed. level may be increased.
- A weekly seminar may become a regular feature of the college.
- The Research Centre of the college should take projects in different areas at the field level.
- During internship the entire organization and management of the practice teaching school can be tried out by trainees for a few days.
- There is a need to strengthen different labs. The number of experiments in the educational psychology lab should be increased. Latest equipment may be procured by teacher educators for demonstration.
- A database of the alumni should be developed and sustained communication with them should be made possible.
- Teachers may be motivated to publish in research journals.

16. Bombay Teachers' Training College Mumbai, Maharashtra (Assessment Report for Institutional Accreditation)

Section-I: Preface

Bombay Teachers' Training College situated at Mahakavi Bhushan Road, Apollo Bunder, Colaba in Mumbai was established by the Hyderabad (Sind) National Collegiate Board, Mumbai in June 1969 as a recognized minority (Sindhi) institution. It is affiliated to the University of Mumbai. The college has the recognition of NCTE Western Regional Committee for B.Ed., and M.Ed. courses and is permanently affiliated to the University of Mumbai. The present intake of B.Ed. is 100.

In addition to B.Ed., the college offers a one year Pre-primary Diploma in Early Childhood Education as an extension programme and the sanctioned intake is 30, It also offers the four-month certificate course, EDLE, with 25 trainees.

The college has a faculty strength of 10 members including the Principal. Among these five have the Ph.D. degree and possess long experience in teacher education. There are 9 administrative staff. The college follows the annual system. It has a central library, a computer centre, conference hall, laboratories, seminar room, separate common rooms for men and women a psychology lab., a multi-purpose room, sufficient number of class-rooms, a staff room and sports facilities.

Programmes such as workshops, seminar-cum-workshop on interdisciplinary research, development and extension, action research, workshop on training of teachers on issues related to AIDS awareness, blood donation and environmental education, SUPW are periodically organised for the professional development of teachers. Apart from this college, the Management runs a number of professional, arts and commerce colleges.

As a part of the process of introspection and growth, the college volunteered to be assessed and accredited by NAAC and submitted its Self Study Report to the Council for assessment during 2003. The Council constituted the Peer Team with Prof. P.Venkataramaiah, Chairman, Southern Regional Co-ordinator, Committee, NCTE, Bangalore as Chairman; Prof. V.B.B. Sarma, Former Dean of Education, Osmania University, Hyderabad; and Prof. A. Satyavati, former Principal, College of Education, Sri Padmavati Women's University, Tirupati as Members.

The Peer Team visited the college on March 4 and 5, 2004. During the visit the Team went through the relevant documents, reviewed the facilities provided by the college to staff and students and interacted with the Management Committee, the Principal, the faculty, non-teaching staff, students and alumni of

the college. The Team also visited practising schools. Academic, co-curricular, extra curricular and extension activities were reviewed. The assessment made by the Peer Team of the performance of the college under different criteria is presented below:

Section-2: Criterion - wise Analysis

Criterion-I: Curricular Aspects

The institute used to admit students on the basis of their academic record through counselling. At present the admission procedure has been decentralized and for the academic year 2003-2004, the college filled up all the 100 seats giving, due preference to students from the linguistic minority (Sindhi), Schedule Tribes and Scheduled Castes, Other Backward Classes, Nomadic Tribes and dependants of defence personnel. Other criteria such as participation in co-curricular activities, teaching experience are also considered. Preference is given to Sindhi candidates. After admission, there is provision for assessing student-trainees' knowledge and skills necessary for the programme. A talent show is organized for students at the beginning of the academic year and their talents and organizational skills are assessed through this show. Students participate in seminar presentations and various competitions during the course of the academic year. These have helped them in the improvement of their presentation and organizational skills.

The college conducts various remedial courses for the educationally disadvantaged students. Advanced learners are initiated in seminar and paper presentation, organisation of activities, the Intel Course and in judging cultural competitions. The institution prepares course outlines at the beginning of the session. Course implementation is done as per the teaching schedule with the allocation of theory papers. The teacher educator in-charge of a particular subject prepares the course outline. Syllabi are unitised according to the teaching schedule through the year. Students are provided flexibility in the choice of optional, fieldwork, practice teaching, medium of writing examination, etc. Attempt is made on the part of academic staff to encourage each and every learner and to help mould them into multi faceted personalities with a broad range of skill sets.

Staff meetings are held frequently for reviewing teaching programmes. The college runs programmes like, English Communication Skills Course, Basic Computer Course and a Certificate Course in Early Childhood Education.

During the last three years, the institution has introduced, the Education Leadership Course in collaboration with the State University of West Georgia, USA, and also the Diploma in Early Childhood Education under the auspices of the Bombay Institute of Education

Various institution–school-community networked activities through involvement in, sports, tournaments, celebration of important days, organised surveys and awareness programmes are organized. Faculty participate in seminars organized by other institution as resource persons.

Criterion-II: Teaching - Learning and Evaluation

The college has set up a good standard for curriculum transaction and evaluation. Every year, planning is done in the month of March. Accordingly different portions are classified into three parts. They are – curricular activities, co-curricular activities and supplementary activities. In order to achieve the set goals of all-round development of the student teacher, the college adopts a timetable for transaction of curriculum with the practice teaching programme, examinations (both theory and practicals), essay writing, tutorials, remedial teaching, revision, community work, SUPW and project work.

As co-curricular activities are considered to be an intrinsic part of the educational endeavour of a college of education for the self expression of the individual, and as they act as agents of the development of personality, the college conducts educational visits, sports and games, and BTTC week of celebrations of various days of national importance.

The college conducts the Action Research Programme and it has organised seminar/workshops, programmes of beautification of campus, welfare activities and guest lectures in order to supplement and enrich curricular activities and to strengthen college-community relations.

The institution promotes interactive teaching-learning through various modes and activities keeping in view results of modern research in educational psychology and communication technology. Interactive teaching learning is promoted through group discussions, brain-storming, micro-teaching, simulated teaching, programmed learning, dramatization and role-play. Lectures are supplemented with activities, which involve students' active participation.

The institution organizes a seminar-cum-workshop for preparation and use of audio-visual aids in order to provide proper orientation to students. The preparation of visual aids including extensive use of computers, overhead projector, LCD, slide projector, television/VCR and tape recorder, helps to make the teaching learning processes more effective.

Teacher educators deliver lectures, organize seminars, workshops, assignments and a few topics are given for self-study. They arrange discussions and interact with students helping them to present papers on different topics, conduct tutorials and evaluate their performance. These help to strengthen and enrich the learning process. Preparation for practice teaching is comprehensive and thorough. Extensive use is made of micro teaching, demonstration lessons followed by feed back sessions during which doubts are cleared and perceptions are shared. Observation of peer teaching is made insightful through the

observation proforma given to students. Peer feed back is considered to be an important aspect of the learning process.

During the orientation programme, student teachers are given a clear picture of both theory and practice, [Part A and Part B] and of their evaluation criteria, both internal and external, as laid down by the university. Students are involved in the qualitative and practical work of their peers.

The institution monitors overall performance of teacher trainees to ensure achievements of the course objectives through the following:

- academic activities
- co-curricular activities
- complementary activities

Participants attend regional, state and national seminars and faculty are invited to act as resource persons. One staff member was a resource person at an international seminar.

A self-appraisal proforma is used to evaluate faculty performance in teaching, research and extension. Regular student appraisal of teacher performance is made at the end of the course. The peer group also critically observes lectures of colleagues.

The institution conducts seminars, workshops and programmes for teacher educators. The seminar on stress management, the Educational Leadership Course and the orientation programme on the new syllabus are some instances. Teacher trainees are made to submit a write up on all the seminar talks given by visiting faculty. The institution has collaboration with other agencies at local, national and international levels for teaching and research. The college organizes many activities informally to impart value-based education to pupil teachers, through morning assembly, celebration of national days and religious festivals, seminars and cultural programmes.

Civic responsibilities are inculcated in students through cleanliness drives, awareness programmes, involvement in activities like blood donation, exhibitions, etc.

Criterion-III: Research, Consultancy and Extension

The college has an active research committee for promotion of research in education. Faculty and students are involved in Action Research, project-related research and also research leading to doctoral degrees. Since its inception the college has had a research committee comprising the Principal and research guides recognized by the university.

Teachers are constantly motivated to take up research work. Out of 10 staff members, only 3 are yet to take up doctoral research in education. Two are recognized as Ph.D. guides by the University of Mumbai. The Management of the college has research grants that can be used for conducting research activities and study-related travel abroad for further professional development. Details of publications by faculty are impressive. Adjustment in teaching schedule is usually made to help persons involved in research. But no member of the teaching faculty is a Fellow of any academic body or academic society. It is commendable that one of the teachers was given the national award by the NCERT for her paper in 1994.

Six research scholars were awarded Ph.D. during the last five years under the guidance of the former Principal. A number of research projects were completed during the last 5 years. The college provides consultancy services to other educational institutions. One member of the faculty is given additional charge of extension activities. The college is involved in various activities of community service and education. Students are involved in community development; they work with schools and school teachers, and organize blood donation camps and AIDS awareness and other campaigns. Students and teachers are encouraged to participate in extension services by duty leave and work adjustment in the time-table. The college collaborates with NGOs in extension work. Self instructional, print and non-print materials, are developed as aids to the teaching-learning process.

Criterion-IV: Infrastructure and Learning Resources

Bombay Teachers' Training College functions in a building that has an area of 836.85 sqm. with adequate infrastructure for its courses. The building is well maintained.

16 computers with the latest configuration provide opportunities for students to have access to the Internet and the website of the institution. A number of education-related CD-ROMs and video cassettes are available. Computer education has been made part of the syllabus.

The college has a compact library with 13,828 books on education, 30 periodicals and journals, encyclopaedia and reference books. The library has 1147 books in the Book Bank. It has been maintained quite well.

The college has a multipurpose hall and a gymnasium to conduct indoor games. The institution has a well-maintained psychology laboratory, Science and education technology laboratories are kept upto date. However the physics part of the physical science is weaker.

Criterion-V: Student Support and Progression

The institution has a proven record of successful performance of students in university examinations.

The college has a registered alumni association with specific aims and objectives. Former students, many of them in prominent positions in the area of education, are a strong support to the college as resource persons.

Teachers guide student trainees in the use of modern technology for educational purposes and in innovative experimentation with the technology. All the members of the faculty are available for academic and personal counselling when students need their help.

There is no placement cell, but the college helps students through informal guidance. This has helped in the placement of many students in reputed schools and institutes.

Criterion-VI: Organisation and Management

The Bombay Teachers' Training College is an aided-minority (Sindhi) institution and is affiliated to the University of Mumbai. It is managed by the Hyderabad (Sind) National Collegiate Board, Mumbai. The Management has very senior educators and men of reputation on the board. During the discussion the Management expressed their desire to continue and also expand international linkages with the institution. It encourages faculty to participate in national and international seminars by providing travel grants.

There is an efficient internal coordinating and monitoring system among the teaching faculty. The academic calendar is prepared with the participation of all teachers. The grievance redress mechanism is largely informal and personalized because of easy access to the Principal and members of the Management. The Management is well versed in modern developments in the fields of education and Management. The institution has involved the trainees in community service programmes in the past.

Professional development of non-teaching staff is also taken care of by the college.

Section-3: Overall Analysis

The Peer Team observed the following strengths of the college:

- Discipline in the college is good.
- Teaching and non-teaching staff, students and Management have cordial relationship.
- The college has a high degree of social accreditation in the community around.
- Practice schools have a high opinion of the quality of students trained by the college.

- Students are given training in the use of MS Word, Power Point and Internet.
- The opportunity provided by the institution to do the diploma course in Early Childhood Education along with B.Ed. is commendable.
- The library, the heart of the institution, is maintained very well with open access.

Suggestions:

- As per NAAC guideline, the college should set up an Internal Quality Assurance Cell (IQAC) for continuous internal quality checks, all through the year designating one staff member as Chief Quality Auditor (CQA).
- It is better to establish institution-community network by selecting places closer to the college as is being done in the case of practice teaching schools.
- The college can adopt one or two schools with low percentage of passes and improve the quality of education by providing material and human resources for the purpose.
- The college can establish in a formal way, a placement and counselling cell.
- The publication of articles on education by faculty members in professional journals is desirable.
- Faculty members may be advised to get major/minor research projects from UGC/NCERT/NCTE.

The Peer Team wishes to acknowledge its appreciation of the excellent good will and cooperation extended to them by the institution during their visit. The Team highly appreciates the composition of the Management which has members drawn from high education background and different walks of life. The Management has deep concern and strong interest for the quality of higher education in their institutions. The all-round effort made by faculty, the librarian and students of the college under the able guidance of the Principal, are very satisfactory.

The Peer Team is confident that the college will make great strides and establish a name in the field of teacher education. The Team would like to place on record its appreciation of the cooperation and support received from the Management, faculty, students, alumni, practice teaching schools, etc. Members would like to place on record the positive attitude of teachers, students and other staff in helping the process of assessment by providing all necessary information and support. The Peer Team in particular wishes to convey their appreciation to the Principal for her excellent help. The members of the Team do hope that the college will grow with the dedication of the Principal and other staff to achieve academic excellence in the coming years.

17. Padmashri Vikhe Patil (p.v.p.) College of Arts, Science & Commerce Pravaranagar, Maharashtra (Assessment Report for Institutional Accreditation)

Section-I: Preface

P.V.P. College of Arts, Science and Commerce, Pravaranagar, Dist. Ahmednagar, Maharashtra State is a private, rural-based co-educational aided institution which was established in 1971. It is permanently affiliated to the University of Pune and is recognized under Section 2f and 12B of the UGC Act. The college was sponsored by Pravara Rural Education (P.R.E) Society which was founded by the late Padmashri Dr. Vittalrao Vikhe Patil (1903-1980) in the year 1964. He was a visionary and was greatly influenced by the philosophy of Mahatma Gandhi, Mahatma Jyotiba Phule and Karmaveer Bhaurao Patil. He firmly believed that appropriate, relevant and quality education was the only alternative to uplift the rural masses in all spheres of life. To give practical shape to this vision, he founded Pravara Rural Education Society. At present this Society manages 53 educational institutions ranging from primary to post-graduate levels in various parts of Ahmednagar District. The college is named in honour of the late Shri Vikhe Patil.

The college is located on a well-planned campus of 36 acres exclusively meant for its use. The buildings and other infrastructure of the college are well-developed and permanent structures are raised to meet the requirements of the programmes of the institution.

The college offers UG and PG degree programmes in arts, science and commerce faculties besides certificates, diplomas and degree courses on behalf of Mahatma Phule Krishividyalaya and Yashvantrao Chavan Maharashtra Open University. The college offers Bachelor of Computer Studies and Master of Computer Studies. Doctoral programmes are offered by the Departments of Botany and Chemistry. The college also offers in its own name, the Certificate Course in Spoken English and the Certificate Course in Salesmanship and Advertising.

All UG degree programmes in arts, science and commerce are under grant-in-aid. PG degree programmes in arts, science and commerce, B.C.S., M.C.S., and all other certificate, diploma and degree programmes are run on self-funded basis.

The total student strength at the undergraduate level is 1700 (1056 men and 644 women) and 450 (266 men and 184 women) at the postgraduate level, 203 (156 men and 47 women) students do diploma. There are 13 men and 1 woman pursuing the doctoral programme in the college. Thus at present the total enrolment of students is around 2200.

There are 58 permanent full-time teachers including one librarian and one physical director, all under grant-in-aid and they receive UGC scales of pay. Twenty-three teachers are working on temporary/clock hour basis who are paid out of the funds generated through self-funded programmes. There are 36 administrative and other support staff in the administrative/clerical cadre and 45 class IV employees. Twenty-four administrative/clerical staff and twenty-four class IV employees are under grant-in-aid. The remaining staff are paid by the college.

The college volunteered to be assessed by the National Assessment and Accreditation Council (NAAC) and submitted its the Self-Study Report to NAAC. The Peer Team was constituted by the Council to visit the institution and validate the Self-Study Report. It comprised Prof. Ramakistayya, former Vice Chancellor, Osmania University, Hyderabad as Chairman, Professor Dr. Niloufer J. Chinoy, former Head, Department of Zoology and Director, School of Sciences, Gujarat University, Ahmedabad as Member Convenor; and Fr. Sebastian Thekkedathu, Principal, Christ College, Bangalore (Member). The Team visited the institution for two days, December 17 and 18, 2003. It perused and analysed the Self-Study Report submitted by the institution. During the institutional visit the Team went through all the relevant documents, reviewed departmental facilities and interacted with various constituents of the institution. The academic, co-curricular, extra-curricular, sports and extension facilities of the institution were reviewed. It also interacted with the Governing Body, the Principal, faculty, non-teaching staff, students, parents and alumni/alumnae of the institution. Based on the above exercise and keeping in mind the criteria identified by NAAC, the Peer Team presents below a report on the assessment of the institution under various criteria, its commendable features as well as issues of concern.

Section-2: Criterion - wise Analysis

Criterion-I: Curricular Aspects

Seven degree programmes in B.Sc., 8 in B.A., 7 in B.Com., Bachelor of Library and Information Science (B.Lib. & I.Sc.), and Bachelor of Horticultural Sciences (B.Sc. Horti) are the courses available to students. The college introduced the Foundation Course component (value based), as part of the exercise in the curricular restructuring done on the UGC curricular model of 1983. Applied courses (project based), skill oriented courses and personality development courses were also introduced in the undergraduate programme. Three vocational courses, namely, Functional English, Seed Technology and Computer Applications, are also offered. Nine M.Sc. programmes, 5 M.A. programmes and M.Com. are the courses at the PG level. Botany and Chemistry Departments offer the Ph.D. Programme. Four diploma courses of Yashwantrao Chavan Maharashtra Open University are conducted by the college in subjects like fruit production, vegetable production, floriculture and landscape gardening and agri-business management. A certificate course in gardening (I Year) conducted by Yashwantrao Chavan Maharashtra Open University,

Nasik, Mali training course (1 Year) conducted by Mahatma Phule Krishi Vidyapeeth, Rahuri and the Maharashtra State Certificate Course in Information Technology offered by the Board of Technical Education, Bombay are also available to students. Most of these courses contribute to the upliftment of people at the grass root level and they are need-based. Courses like dairy farming, nursery, mali training are highly commendable. They impart practical training for an effective transfer of skills. These courses are compatible with the vision of the founder of the Society.

Criterion-II: Teaching - Learning and Evaluation

Considering the utmost importance of teaching-learning and evaluation, the college attempts to provide quality education and strives to develop the holistic personality of the student. Entrance tests, interviews and academic record determine admissions to courses of study. Regular tests, term examinations, practical, oral tests, activities, etc., take care of the assessment of knowledge. Audio-visual and other teaching aids are used in classroom teaching. Seminars, field study, group discussions and similar methods are also employed for effective teaching-learning. Bridge and remedial courses, special classes, etc., also are organized for weak students. Teachers going on casual leave have to make substitute arrangements beforehand. The college has a monitoring system through which the Principal gets period-wise reports regarding the conduct of classes by teachers. Staff appointments are made as per UGC norms; the Management appoints teaching staff for self-funded courses and in temporary as well as *ad hoc* vacancies. Teachers participate in seminars, workshops and conferences. Self-appraisal is practised by the staff. Feedback is collected from students for the improvement of programmes and facilities. Six teachers have received prestigious awards. The institution utilizes the research facilities of many universities and industries for the benefit of students and staff. The University of Pune conferred 'Best Rural College Award' to the institution in 2001-2002 which carries a cash award of Rs. 1,00,000/- cash award. "Earn and Learn Scheme" has been a great help for many poor students. The college can be proud of the fact that it is the only institution approved by the university for restructuring the undergraduate programme. Under this scheme project based, interdisciplinary, job and skill oriented courses are made available to students. Three UGC sponsored vocational courses, and M.Sc. in Environmental Science, are unique to the institution's aspiration to make education more relevant, to present day needs. The Departments of Botany and Chemistry are recognized as research centres by the university. The Staff Academy, the 15 day lecture series, guest lectures and many other efforts were made to update knowledge and these have helped the college to continue to stay vibrant and growing. The importance of music and dance is recognized through Pandit Jawaharlal Nehru Lalit Kala Academy. The college could receive Rs. 74 lakhs as UGC grant under the Ninth plan and it is a great achievement.

On the whole, a very effective teaching-learning process exists in the college. The teaching community is very much motivated and they encourage students to achieve greater laurels. However, the Peer Team

is of the opinion that there ought to be greater representation of women on the staff considering the large number of women students who study in the college.

Criterion-III: Research, Consultancy and Extension

The college appears to be keen to promote research and extension activities. Consultancy is generally informal and rural based. Twenty five per cent of the teachers are actively involved in research. Fifty per cent guide student project work. Financial support is also available for research. The library provides international and national journals. Botany and Chemistry Departments are approved as research departments. Free Internet service is provided to research departments and other students. A number of UGC research projects are being carried out with financial assistance from UGC for about Rs.15 lakhs. In the last five years teachers have published 61 papers in various science journals and other magazines. Consultancy in mushroom cultivation, nursery, soil and water analysis is given on a regular basis. Internet connectivity was made available to some villages. Coconut nursery, Pravara Abhyas Mandal (Study Circle), Placement Cell, Pandit Jawaharlal Nehru Lalit Kala Academy, NSS, NCC, Population Education Club, adult education, National Literacy Mission, training in tailoring, *Pravara Saksharata Andolan Prakalpa* are all among the attempts made by the college to extend benefits of learning to students and to the society around. Community development, social work, health and hygiene and environmental awareness, AIDS awareness programmes, blood donation camps and career guidance are good training ground for shaping future citizens. Shirdi Sai Rural Institute (1996) offers skill oriented and need based courses for rural masses.

The overall research facilities could be upgraded, especially the laboratories of zoology and environmental science. The Zoology Department may strive to become a research centre.

The development of kits in various departments is highly commendable and needs to be encouraged further. The initiative in developing kits and gadgets for alternative source of energy is very promising. Some of the kits need to be patented. Considering the expertise available in various departments, some simple teaching aids could be developed and used in the long run as an income generating project.

Criterion-IV: Infrastructure and Learning Resources

Over 30 years the college has developed very good infrastructure. The Arts building, science building, special library building, hostels, a multipurpose hall, gymnasium, science laboratories, English language laboratory, conference hall, audio-visual hall, gymnasiums for boys and girls, health centre, hall for indoor games, etc. are the main facilities available in the campus. Botany and Chemistry laboratories have research facilities. Recently the college has constructed a Polyhouse for teaching, training and research in the Department of Botany. The college also has a spacious sports ground, parking place, canteen, stationery stores, consumer stores for women, STD booth and workshop. Exclusive health services for girls, luxury

bus and a dairy farm are in addition to the above facilities. The library is well stocked with 52528 books and 110 journals. Although the library is partially computerized, the work is not completed. Centralised computer facility is available in the computer science department. Seven more computers are made available in the library. Most of the departments have stand alone computers. Internet facility is provided through V-Sat with 256 KBPS speed. Staff and research students enjoy the computer facility free of cost. The Computer Science Department has good facilities for training students in various courses. They are actively developing new software which has won prizes in competitions held outside the college. Good sports and physical education facilities are available. A four hundred meter running track, 3 volley ball courts, 1 basket ball court, 4 badminton courts, 2 table tennis court, hand ball court, 1 kho-kho court, 2 kabaddi courts, a foot ball and hockey ground are the facilities available. Training in Taekwando is given to both men and women. Carpentry, smithy, grinding machine, drilling and cutting machine, etc., also are available. Students of the college have participated in the university, state, national and international competitions and won prizes.

The hostels provide accommodation for 450 men and 484 women. Staff quarters and Principal's bungalow are located on the campus. The college has the unique distinction of installing filtered water system for providing safe drinking water to students and staff.

The Peer Team was highly impressed with the vast, well maintained, clean and pollution-free campus. The numbering and display of botanical names of the trees are appreciated especially for the educational purpose behind them.

Criterion-V: Student Support and Progression

Academic results have been satisfactory and the drop-out rate is negligible considering the location of the college. About 30% of the students who graduate are reported to go for higher studies. The college prospectus provides adequate information to prospective entrants. Students are given financial aid from state and central governments. The institution has some funds and scholarships to help the poor; it has the Poor Boys' Fund, Earn and Learn Scheme Fund and Scholarship for the Handicapped. Some external agencies also help students in need. The *Pravara Shikshanottejak Patpedhi*, and the Endowment Trust Fund are some instances.

Some of the innovations suggested by the UGC are already implemented through diploma and certificate courses. The college provides bridge courses to slow learners. UGC vocational courses in English, Seed Technology and Computer Applications are implemented with UGC assistance.

The Placement Cell and the Self Help Group provide information and guidance regarding job opportunities and they help students to prepare for competitive examinations. The Alumni Association was formed in 1995-96, the Silver Jubilee Year of the college. Many old students are well placed in various

fields and speak warmly about the services and facilities provided by the college. Campus interviews are arranged for the benefit of those looking for employment. In 2002 about 74 students were placed through the cell. Various cultural, science, commerce, arts, literary, and debating associations provide opportunities to students to develop their potential. Various celebrations, invited lectures and exhibitions are also arranged in the college. On the whole, the college profile gives the impression that it is a very active campus and teachers and staff are involved in the overall development of the college. It has to look further into the avenues of growth and development considering the challenges of a global economy. Facilities soon become obsolete and students would then feel less competent in a highly competitive global market. Exposure to world-class research facilities and up-to-date intellectual stimulation are the needs of today. Protectionism and complacency would not stay long in an open economy.

Criterion-VI: Organisation and Management

It is assumed in the light of the report that there is strong internal coordination and cohesion among departments and functionaries. The Board of Management and the Governing Body function as coordinating agencies. Committees meet often to evaluate plans for the future. The internal organization, co-ordination and monitoring are done by the Principal and the Registrar. The Principal coordinates staff committees and all teaching staff. The Registrar monitors the activities of the non-teaching staff. In-service courses are arranged for the staff for updating their knowledge and to increase their efficiency. Programmes in professional development, management, computer training, etc., are organized for them. The Management and the Finance Committees endeavour to make the college self-reliant. Internal and external auditing verifies accounts for proper utilization. The funds available for individual departments are meagre and there is not much room for development without large scale investment. The self-funded courses fetch enough money which can be used for developing these courses. The college is thinking about new avenues for finance mobilization. Many welfare schemes like Staff Welfare Fund, Student Welfare Fund, Staff Group Insurance, scholarships, etc., are available to the academic community.

The demands in the coming years for retention of efficient staff, training in the institutional culture and philosophy, providing competitive infrastructure will be on the increase. The mechanism to sustain the courses available at present and the need for the introduction of new courses which are job-oriented would be crucial for the existence of institutions of higher education. The prop through grant-in-aid could be withdrawn any moment by the state governments. The need for perspective planning; therefore, is all the greater.

Criterion-VII: Healthy Practices

P.V.P. College of Arts, Science and Commerce has built-in internal quality checks. The Management regularly monitors the performance of the institution by holding review meetings. It is sensitive to emerging

managerial concepts and accordingly chalks out its strategic plans by modifying its academic programmes. It encourages computerization of its activities. It offers some courses in collaboration with the agricultural university in the neighbourhood. It has collaboration with many sister institutions run by its parent body, namely Pravara Rural Education Society. It has started many self-funded courses both conventional and also career and job-oriented courses like computers, horticulture, and dairy science. It collaborates Yashwantrao Chavan Maharashtra Open University for running B.Sc. (horticulture) and B.Sc. (agriculture) degree programmes.

The college gives importance to value-based education. Students of this college not only realize the importance of the dignity of labour but also show this in practice by undertaking many manual activities on the campus. Community-oriented activities are undertaken through N.S.S. and they inculcate among them a sense of civic responsibilities. Lectures by eminent social thinkers are also organized to enlighten students on various community concerns and what they could do to help society in this respect. Students are provided opportunities for developing their all-round personality through sports, games, co-curricular and extra-curricular activities.

The mission of the college has always been to empower rural youth and for this purpose both academic and extension activities have been focused on development of the under-privileged during the last three decades. Through the Functional English programme, students are encouraged to improve their communication skills. Internet facility is made available to students free of charge and they are encouraged to make use of the same. The college through its Earn and Learn Scheme succeeded in empowering the most disadvantaged sections of society.

Section-3: Overall Analysis

P.V.P. College of Arts, Science and Commerce, over the last thirty-two years of its existence, has rendered service to the cause of higher education at a time and in an area where higher education for the vast majority of the masses was merely a dream. This college was established mainly to empower the rural-based youth who belong to weaker sections of society. The college is inspired and motivated by the vision envisaged by the late Padmashri Vikhe Patil. One of the unique features of the institution is that it has helped many boys and girls who were economically very poor to receive higher education through its Earn and Learn Scheme. Hostels on the campus are well-maintained and managed and are of great help to the students from villages.

The college has done well not only in academics but also in other areas like sports, games and co-curricular and extra-curricular activities. Through many of its academic and extension activities, it college attempts to train students not only to be competent scholars but also to be sensitive to the needs of the less privileged. The Peer Team is happy to note that many of its old students have made a mark

in different walks of life. Quite a good number of them have become job-makers. The college is focussing on training its students to be self-reliant.

It is well known that 'excellence' is not an event but a continuous process. The moment an institution accomplishes one target in its pursuit of excellence, new challenges will emerge which need to be met in the interest of sustaining it. While appreciating the excellent work the college has been doing over the last three decades, the Peer Team would like to draw the attention of the institution to the following aspects:

- The Peer Team is happy to note that out of 58 permanent teachers 16 have doctorate degrees and 18 are M. Phil. degree holders. Two departments, namely, Botany and Chemistry are recognized as research centres for Ph.D. Seven teachers are recognized as Ph.D. guides and one teacher is a recognized guide for M.Phil. A number of research papers have been published by the teachers. One major research project is in progress. However, the Peer Team suggests that younger teachers who have not yet qualified for the doctoral degree may be encouraged to complete the same within the next three to five years. The Peer Team is happy that already seven teachers have registered for Ph.D. More seminars/workshops may be organized to expose students and teachers to emerging fields.
- Greater attention may be paid to continuous monitoring of attendance of students, especially at the UG level every month.
- The Career Guidance Cell needs strengthening. The cell may have separate and reasonably spacious accommodation for notifying employment opportunities in central and state governments/undertakings, Public Service Commission, various private sector enterprises and other agencies and for offering career counselling. The Cell may also create a small library for students who prepare for competitive examinations and also a coaching centre for these examinations. Parents, alumni and alumnae mentioned in the course of their interaction with the Peer Team, the desirability of strengthening career guidance by establishing a centre. These steps will also lead to the strengthening of the Placement Cell.
- The college may pay greater attention to the development of entrepreneurial skills among students. For this purpose, an 'Entrepreneurial Development Cell' may be established which may regularly arrange interactive seminars/sessions between students and successful business persons, industrialists and other entrepreneurs. This may eventually generate motivation for self-employment among students.
- Computer awareness has become necessary for students of all streams of learning. The college has two computer labs for offering B.C.S., and M.C.S. degree programmes and the vocational

B. Com. (computer applications) course. The Peer Team is informed that the Management of the college has computer facilities also outside the campus to help farmers in surrounding villages. This is commendable. The Peer Team is happy to note that the college offers a certificate programme in Information Technology recognized by the Government of Maharashtra to its students. It suggests that students of various disciplines may be motivated to do short term computer courses along with their degree programmes. This will enhance their employability and also help them to be self-reliant in their professions.

- The college is well poised to become an autonomous institution. The Peer Team suggests that steps may be initiated to seek that status.
- Higher education is undergoing fast changes. It is desirable that the college as well as its Management may prepare a vision document and a perspective plan for development through the next five or seven years.

The Peer Team places on record its appreciation of the institution for its cooperation during the visit.

18. Seva Sadan's College of Education Ulhasnagar, Thane, Maharashtra (Assessment Report for Institutional Accreditation)

Section-I: Preface

The Seva Sadan's College of Education, Ulhasnagar, Thane, Maharashtra, is an important college of teacher education which offers the B.Ed. programme of the University of Mumbai, as an affiliated college of the university. It is a reputed centre of teacher education with a standing of over 38 years. The college is owned by the philanthropic society – the Seva Sadan Society, Wadala, Mumbai, with the aim of spreading education among the people of Thane, which was an educationally backward area in the 50s. The Management owns a chain of important educational institutions from schools to institutions of higher education. Important among them are the New Era School and the R.K.T., College which is a postgraduate institution with provision for Ph.D. research. The Managing Body is composed of eminent professionals and public men who want to promote education as a service to society, without expecting any returns.

The Seva Sadan's College of Education is the first non-government college to be started in the Konkan region of Maharashtra. It currently runs two parallel B.Ed. streams – one in Marathi and the other in English, each with a student strength of 100. The college is recognised as a Ph.D. research centre of the University of Mumbai. The university has permitted the starting of a Distance Education Centre for conducting the M.Ed. course in the college, which functioned effectively but it was discontinued some years ago. The college runs a two-year D.Ed. course in addition to the B.Ed. It also has a study centre of the IGNOU.

The institution has 18 full-time teachers, of whom six have Ph.D. degrees in education. Four staff members are recognised Ph.D guides of the university. The college has a brilliant track record of work in teacher education. A large number of students of the college have gained top positions in university examinations. Many of them have found employment as teachers in colleges of teacher education in Maharashtra and elsewhere.

The mission of the college, viz. imparting quality teacher education and encouraging life-long learning among teachers, is certainly commendable. The goals of the college are compatible with its mission. The goals are comprehensive enough to take into their fold the ideal approaches expected of an ideal institution of teacher education.

The college has adequate infrastructure to offer all its programmes: hostel and library facilities, audio-visual rooms, yoga centre, centre for community work, a community service centre (*Ek Muthi Yojana*)

and an exceptionally well organised library. The library with over 20,000 volumes on education, research journals, reference books, etc. is used by the entire university community and research scholars from even other universities.

Teachers and supporting staff are all committed to their work and adopt the latest methodology for accessing information and for information transfer. The practices used for teacher preparation are all conceived as attempts to develop instructional and extra instructional competencies among trainees. All important teaching areas are offered as areas of specialization for the B.Ed. course. The academic functioning of the college takes place through a number of specialised committees. All these committees are seen to work with a high degree of efficiency with considerable autonomy and initiative. The institution appears to be a centre of teacher education with much promise and potential for running post-graduate degrees in education and for advanced extension work.

The college has a number of specialised groups to operate different educational services like corrective education, education for gifted students, sex education, value education, IT, etc. on behalf of the NCERT/SCERT, etc. This adds to the quality of the educational services it provides. The college will qualify for the status of a progressive teacher education institution which can effectively compete for the status of an autonomous college of teacher education with facility for providing M.Ed., M.Phil. and Ph.D. programmes and other specialised diplomas like Diploma in Higher Education, Diploma in Educational Management, Diploma in Teaching of Indian Culture, Diploma in Computer Education, etc.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The college offers the B.Ed. Course of the Mumbai University. As an affiliated college of this university, it is bound to follow the rules and regulations prescribed by the university for this purpose. The curriculum designed by the University of Mumbai is followed for conducting this programme. Curriculum development is not strictly within the control of the college. But curriculum transaction is done by the college as per the plan adopted by it. The college has adopted the participatory approach by involving all teachers in academic planning.

The criteria for admission are strictly based on the norms laid down by the University of Mumbai. All the rules relating to admissions are observed by the college. This enables admission of only the best among applicants. 225 working days are prescribed for the B.Ed. course. This is strictly followed. A considerable number of the staff are members of the University Syllabus Committee, and as such have indirect control over its design. Participation of teachers in this exercise seems to have added to the quality of the curriculum. A large number of teachers participate in different committees and activities

which deal with academic transactions. This also has contributed to the academic growth of the institution. The college has evolved a satisfactory system for monitoring the work delegated to each group. At the end of the year, an Auditing Committee, conducts academic audit of the effectiveness of different academic activities. The audit is used as the basis for improving the quality of activities for the following year.

External evaluation is the responsibility of the university, but internal evaluation is the prerogative of the college. The college performs this role satisfactorily. Two terminal examinations are conducted by the college and the feed back is given to students. Students are required to modify their learning approaches to demonstrate better performance in succeeding examinations. The college has developed an interesting procedure for guiding individualised learning. Each Lecturer adopts 10 students who are given special guidance in lesson planning. Many innovative approaches are adopted by the college like the Talent Search Programme, Cultural Day Programme, celebration of national days, and a wide range of extra curricular activities like SUPW, community work, seminars, workshops and symposia as prescribed by the university. Students are given the option to choose subjects for specialisation. The evidence collected shows that the college has achieved a satisfactory level of performance in respect of this criterion.

Criterion-II: Teaching - Learning and Evaluation

Teaching-learning processes are learner centred. Hence peer and group work, project, use of education technology and internship are emphasised. A wholesome balance between theory and independent practice is achieved by these means. The college prepares an academic calendar well in advance and organises its programmes in conformity with the fixed schedule. Details of curricular, co-curricular, and extra curricular activities are clearly spelt out and this pattern is effectively put into practice. The Principal gives leadership to constituent committees for controlling the academic functions. The college makes suitable arrangements to provide proper field experiences to students. Teaching-learning activities are conducted either by individual teacher trainees or by small groups of them under the supervision of a teacher educator. Feed-back on the functioning efficiency of the college is obtained from various sources such as teacher educators, peer-groups, teachers and head masters of the Teaching Practice Schools.

Teacher trainees are exposed to a wide range of techniques like Socialised Class Room Techniques, Team Teaching, Brain Storming, Field Visits, Seminars, Workshops, Micro and Macro Teaching, use of A. V. Aids and hands-on-practice in SUPW. All students of the college are exposed to service areas like computer education, guidance and counselling, educational diagnosis and remedial instruction, as methods for augmenting their professional competencies. Teacher trainees are encouraged to take up original projects. They are also encouraged to contribute to a number of social service areas like blood donation, betterment of the underprivileged and other learning activities like Mock Parliament. Teaching-practice

is organised satisfactorily, in order to maximize returns from them. It is conducted in three phases - Pre-Practice Teaching Inputs, Practice Teaching Process and Post-Practice Output. The system is very effective for developing basic teaching competencies. The college organises a 7-day internship for all students. Teaching Practice is arranged in two blocks, to augment quality. The college has developed a system where the theory needed to back a particular procedure is discussed before its adoption is permitted. Teacher trainees are required to conduct classes in schools for 3 days while 3 days are set apart for learning the theoretical/support areas. This procedure helps in the integration of theory and practice.

Staff members are all well qualified to undertake the modern curricular transaction work. Six staff members have Ph.Ds. and many are computer literates. The college has the liberal policy of deputing teachers for in-service courses. Many teachers are involved in research, extension, and community service and publications and they also participate in training programmes as resource persons. Some staff members have received awards from prestigious external bodies. The college has been able to demonstrate a highly satisfactory performance in this criterion of quality.

Criterion-III: Research, Consultancy and Extension

The college is a recognized centre for university research and is permitted to conduct Ph.D. programmes. This is an unusual recognition for a B.Ed. college. Four lecturers of the college are recognized Ph.D. guides. Six teachers have Ph.D. degrees. Most teachers guide M.Ed., PGDME and Ph.D. work relating to two universities the Mumbai University and the Yashwantrao Chavan Maharashtra Open University. A considerable number of staff members are involved in research activities sponsored by government/non-government organizations. Many teachers have taken up action research projects. The research findings are published in journals and circulated among schools for implementation. Students are also encouraged to participate in research projects. There is strong evidence to show that the college has developed an active research culture unusual in a B.Ed. college. The library is well equipped to serve the needs of quality research. The college has an Extension Department headed by a qualified teacher. It performs the important duty of developing teachers for an educationally backward area like Thane. It has a study centre for running B.Ed. courses of the YCMOU. The staff have undertaken a number of useful extension projects.

The performance of the college in this criterion is commendable.

Criterion-IV: Infrastructure and Learning Resources

The college has a highly satisfactory infrastructure of spacious buildings, playgrounds, and other facilities. One of the most important highlights in the functioning of the college is its library. It has a

highly qualified and well-motivated librarian who has organized a good service system. It has links with other universities and libraries. The computerisation of the library has been taken up and is nearing completion. The psychology lab, AV Lab and other requirements have been fully met with all the equipment. Teaching facilities/library facilities, etc are made available to other institutions. The computer library is well equipped with recorded material. There is the Beautification Committee which attends to the maintenance of the campus. Infra-structure is maintained with the financial support of the government and also with funds provided by philanthropic agencies. The infrastructure facilities provided are much more than what is ordinarily provided by B.Ed. colleges. The college's performance in this criterion is also highly satisfactory.

Criterion-V: Student Support and Progression

The college has a well-designed prospectus published every year. It contains all details about the college, its work and evaluation procedures and schedules. It has developed effective placement services by arranging campus interviews and by helping students to acquire the skill of writing résumés for job applications, as well as interview and other related skills. The college has developed an effective system of services to weak students by advanced learners. Many of them have found satisfactory employment. Most of the former students have succeeded in finding employment in Training colleges, reputed educational institutions, etc. This shows that the college has produced teachers of quality. Former students testify to the high quality of professional training given to them. Parents of students who appeared before the Peer Team also endorsed this view. The performance of the college in this dimension is highly satisfactory.

Criterion-VI: Organisation and Management

The college has devised a satisfactory system of planning for development. The execution of the work is done through committees. The decentralized system of functioning has helped in the execution of activities in time. There is a separate committee – the LMC-which helps the college to undertake strategic planning. The college functions using modern management practices. Teachers are selected on merit. The selection committee chooses teachers based on the observation of students taught by candidates at the time of interview. This has helped to select very committed staff who are professionally sound.

Promotion is also based on university rules. In-service training is provided on the basis of identified training needs following the principles of merit. The financial management of the college is done using accepted official financial codes. The income and expenditure of the college are subjected to an audit by qualified auditors appointed under government rules. The functioning of the college in this dimension is also highly satisfactory.

Section-3: Overall Analysis

- i) The college is an the important institution of teacher education which server a backward area like Thane. It has some of the highly qualified and most efficient teacher educators and has also acquired a critical mass of educational resources which need to be used for running a post-graduate course in education. This will not only reinforce the conduct of the B.Ed. programme, but will also open up employment to many B.Ed. students as lecturers in Training Colleges.
- ii) As there are several enthusiastic teachers who are interested in disseminating new ideas in education, it is suggested that the college may start a journal which can help to popularise new developments, by presenting them in popular form to primary teachers.
- iii) The college would do well if it establishes some form of collaboration with some overseas universities. This would help the college to pick up modern modalities in teacher education and also open up new resources for developing world-class teacher education.
- iv) It may be good if practice teaching were inducted into practice schools and if it is used for assessing their professional skills. It will be useful if students are exposed to edited lesson models in the form of CD's presented as support/introduction to theories/practices in teacher education. Student teaching also can be CD-recorded and replayed for purpose of assessment.
- v) The college can think of starting a research journal, entirely financed by students and by other contributors, presenting the results of researches conducted by the college as well as what is done else where, including articles for disseminating new practices.

19. S.P. Mandali's R.A. Podar College of Commerce and Economics Matunga, Mumbai, Maharashtra (Assessment Report for Institutional Accreditation)

Section-I: Preface

The R.A. Podar College of Commerce and Economics, Mumbai has a long history, which commences with the freedom struggle of India. The visionaries of that time realized that they should start an institution which would inculcate indigenous values and have the thrust of social and cultural value systems which are typical to the genius of our country.

In August 1940, the Trust known as “*Shikshana Prasarak Mandali*”, Pune, made an application to the Bombay University for permission to start a Commerce College. The industrialist, philanthropist and visionary, Seth Ramdeoji Anandilal Podar was deeply interested in the cause of education. He wished to establish an institution in memory of his brother Ramniranjan Anandilal Podar who died young. He constructed the building that accommodates the college today at a cost of Rs. 1,50,000 and gifted it to the *S.P. Mandali* on February 7, 1941.

The Senate of Bombay University granted permission to start the college initially for a period of two years, with 150 students. The college building with its prominent clock tower was handed over by Seth Ramdeoji Anandilal Podar to the S.P. Mandali. It started with 150 students in the first year of the commerce course and 40 students in the Inter Commerce course. Barrister M.R. Jayakar formally inaugurated the college building. The college was named “Ramniranjan Anandilal Podar College of Commerce”. The *Mandali* has been rendering notable service unflinchingly carrying out its mission. The objective had been to extend popular and reasonably affordable higher education in Maharashtra and by developing an institution that would impart appropriate education both in commerce and economics.

The institution first started the B.Com. Degree course in 1942 and the word “Economics” was added to the name of the college later. It now became the ‘Ramniranjan anandilal Podar College of Commerce and Economics’. The College received permanent affiliation from the University of Mumbai on August 17, 1950.

The College advocates the philosophy of:

“*Samaani va aakooti samaanaa hridayanni vaham*” (one in mind and one in heart)- may this be the atmosphere in which we work at this college, so that a spirit of healthy competition prevails-one in which, each lives and lets another live a more purposeful life. ‘*Na hi gnyaanen sadrasham pavitramiha vidyate*’

(there is nothing in this universe as pure as knowledge)- “may this be the mission that guides our students, so that they never stop drinking at the fountain of knowledge in all its forms, curricular, co-curricular and extra-curricular”

Specific objectives laid down by the college, are as follows:

- To impart sound principles of commerce and trade in its programmes.
- To develop congenial personalities who can work both as leaders and team members.
- To produce God-fearing men ready to go forth in the world to fight the battle of life by means of a manly, moral and well-regulated course of conduct.

The college building built in 1941 is of Gothic structure with a clock tower. It is located in the central part of the city between Dadar (T.T.) and Matunga (C.R.) providing convenient access by central and western local trains as well as by public bus transport. Students can commute comfortably to the college from distant places.

The campus area is 27,000 square feet (2500 square meters) and the built up area is 54,594 square feet (5055 square meters). The building has three wings and each wing has ground plus three floors. Every floor of the right and left wings has a very broad corridor 8 feet broad and running the whole length of the floor. Parts of the corridors have been enclosed and are used as utility rooms.

The college submitted its Self Study Report to the NAAC, for assessment and accreditation. NAAC constituted the Peer Team consisting of Prof. R.P. Kaushik JNU, (Retd.), Former Member UGC, as the Chairman, Prof. Shakuntala Katre, Chairperson Dept. of Zoology and Dean of Science, Bangalore University as Member and Prof. D.M. Basavaraja, Dept. of Commerce, Acharya Tulsi National College of Commerce, Shimoga, as Member Co-ordinator.

The Peer Team visited the college on February 6 and 7, 2004. The following is the report on the assessment made of its performance.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

RAPCCE is a single faculty Commerce College. It offers eight academic programmes, four UG degree courses - B.Com with accountancy; business management — B.Com. vocational course and BMS. It has two PG degree courses - M.Com. with accountancy and M.Com. with business management. It also has one postgraduate diploma (DMS) and one professional examination I (ICAI). The professional education (Professional Examination I) is meant to help students to qualify for C.A. and thereby the student can

pursue both the B.Com. degree and the C.A. course simultaneously. In all these courses, measures taken to enhance quality are evident in both extent and the opportunity created to pursue study in depth.

The mission of the institution is to impart sound principles of commerce and trade and to develop the overall personality of students so that they can work both as leaders and team members. Towards realizing this mission, the college has set out planned strategies within the permissible curricular content and coverage. The objectives of the mission are periodically reviewed and communicated to all staff members and students.

The institution has eight departments with a total teaching faculty of 35 and a non-teaching staff strength of 42. It runs all degree courses on either semester (I and II years) or annual scheme (III year and PG), and no credit system is followed. There are two streams of education – general and vocational. Under the vocational stream the commerce faculty has begun to offer Tourism and Travel Management and Computer Applications, from 1994. Most of the courses are meant to be career-oriented. Flexibility in time frame and horizontal mobility are not available to students. However, elective options and non-core options are available. Further, since the college functions on shift, undergraduate students have ample time in the afternoons to take “add-on courses” and/or pursue co-curricular activities of relevance. To a large extent, mission and objectives are reflected through curricular coverage although university syllabi are required to be followed.

Several members of the teaching staff provide valuable inputs to the statutory bodies of the university during curriculum design and its revision. Three staff members have been actively involved in the framing of syllabi at the university level. Modular curricula do not exist but, the university syllabus is unitized to enable some degree of flexibility in instructional practices. There are several practising C.A. professionals who have been inducted as full-time or part-time teachers. They have endorsed the curriculum update and coverage with contemporary skill-based learning packages which give it a professional touch. This has enabled to achieve some degree of professionalism in commerce and accountancy- which is a unique feature of the institution.

The foundation course offered to the first year UG students includes a significant component of “value-based education”. It contributes to the moulding of the integrated personality of the learner. New academic programmes of the institution are implemented in the course of a year. Since admission is given to in-house 11th and 12th passed candidates, continuity in learning practices is maintained to the satisfaction of students.

The college has an MoU with Wysetek systems Technologies Limited, Mahim where students of computer applications are given on-the-job training in computer hardware. It has also developed collaborative programmes with a few renowned CA firms of Mumbai and they support the institution in its placement services. Training is given to undergraduate students as articled clerks.

Criterion-II: Teaching - Learning and Evaluation

The institution has a transparent admission process. The college follows the rules and regulations of the Maharashtra Government and Mumbai University regarding admission to various courses. Students are admitted on the basis of their past academic record. The Management is permitted to fill 15 per cent of the seats at its own discretion. In the second and third year degree courses, “in-house students” are given preference in admission. Students who come from other countries are selected only if they are sponsored and processed through the proper channel. Students admitted under the sports and extra-curricular quota, are first evaluated according to their respective accomplishments, graded and then admitted on merit.

While there is no provision for assessing the student’s knowledge and skills after admission, the college provides remedial coaching for educationally disadvantaged students, both formally and informally. This is done through tutorials and teacher-student academic interaction. Advanced learners are challenged by difficult examinations, extra reading and appearance at professional examinations.

Teachers are encouraged to prepare a unitized teaching plan at the beginning of the academic year, which is discussed with Heads of the Departments. Midcourse modification of curricular transaction is also undertaken. The lecture method of teaching is supplemented with guest lectures, exposure to management films, seminars, paper presentation at academic meetings, simulated learning techniques, case studies and role-play exercises, actual practice exercises and learning by doing.

A central media room with modern A-V equipment is available to teachers to develop additional teaching materials. In 2003, out of the 293 working days, 175 were teaching days. Evaluation methods are communicated to students well in advance, at the beginning of the year through a published prospectus. However the student’s overall performance is not monitored at the beginning of the year.

Teaching staff are selected according to university and government rules. It is to be noted that many teachers from other institutions are also regularly selected (at present there are 11 from the same and 22 from other institutions). There is provision to appoint staff on *ad hoc* basis if need be, and the Management meets the financial commitment.

Teachers provide handouts of classroom notes whenever standard text books are not available. In the last two years, 16 teachers participated in national-level workshops/seminars and 6 acted as resource persons.

The college follows the self-appraisal method to evaluate the performance of the faculty and the feedback is utilized by Heads of Departments and the Principal to advise teachers on any corrective measures when necessary. Student feedback on courses and teacher performance is obtained at the end of the term and the inputs are analyzed and conveyed confidentially to teachers.

The college has conducted one refresher course and has provided ample opportunity for faculty improvement through UGC-sponsored career-development programmes to all its teachers. During Oct/Nov 2003, a five-day programme on research paper writing, as an integral part of the teaching-learning programme, was conducted. All teachers participated in the programme. Two teachers have won coveted teaching awards during 1998 and 2000. However, the institution has not made any notable collaboration with other institutions for teaching or research.

Criterion-III: Research, Consultancy and Extension

The institution encourages research among teachers. Study leave and seed money are granted and adjustments in teaching schedules are made. There is a research committee for scrutinizing project proposals. A sum of Rs. 50,000/- is ear-marked for research support to teachers, for disbursement to pursue 'in-house' research.

One teacher has applied to the university for recognition as a research guide. Four others are in different stages of registering for their doctoral degrees at the university. At present, the college does not have funding through external agencies and it also does not have any method by which the expertise of teachers is publicized.

The institution has a designated person on additional charge to carry out extension activities. Such activities are in the form of community development, social work, medical/health camps, blood donation camps and others. These activities are arranged by the NSS wing of the college. The college also undertakes a few of its extension activities through collaboration with NGOs and GOs.

The college has been nurturing research culture among staff and students alike. Even at the stage of plus two students are trained in projects and hands-on skill development and are guided through research methodologies. Both the UG and PG students as well as faculty are given guidance in in-house research. Good tie-ups have developed between the institution and local as well as distant industries and other organizations have given students and faculty a strong base to develop its research activities.

Criterion-IV: Infrastructure and Learning Resources

The college is situated on a plot of land which is 2,500 sq.meters in extent and has a built up area of 5,055 sq.mt. It has sufficient number of classrooms with all necessary facilities. It has adequate physical facilities to run educational programmes and administrative functions efficiently. The growth of the infrastructure keeps pace with the academic growth of the college.

The main building has a sufficient number of class rooms, separate chambers for the Principal and the Vice-Principal, a staff room and departmental rooms for various academic departments. The

administrative office of the college is situated in the main building. The basement of the main building has the Gymkhana Office, canteen and administrative office. The college has separate common rooms for boys and girls, with amenities like newspapers, indoor games and washrooms.

The college Gymkhana has a small office to store some equipment and records. The size of the office is 10 X 30 feet. It has a table and chairs to seat the Gymkhana – Chairperson, the staff secretary and one peon. There are cupboards to store the equipment. Since the Gymkhana office is in a corner, part of the corridor has been enclosed and is used by students to play carrom and chess during their free time. The multi-purpose main hall is also used to play indoor games like table tennis and badminton. Judo and boxing are practised in the main hall. For outdoor games and sports, the gymkhana books courts and grounds of other associations. The gymkhana office opens from 10.00 a.m. on all working days of the college and closes at 9.00 p.m.

The assembly hall, also known as the main hall is a multipurpose hall of dimensions 46.75 x 99 feet. The hall has a seating capacity of 500. There is a stage for performing arts. At the two ends of the stage there are green rooms, 12.5 x 16 feet each and one of these is used as a storeroom. The college has a good canteen which is run by a private contractor, appointed by the *S.P. Mandali*. It works from 8.00 a.m. to 8.00 p.m. on all working days. The Administrative office of the college is equipped with 7 computers connected by a Local Area Network. Admission and accounts are fully automated. A database of students admitted to the FYJC is first created and this database is then carried forward until the student graduates. Additions are made for new admissions and deletions for students who leave. This database is further supplied to other departments like the library and the examination departments. It is also used to maintain attendance records of students.

The institution has a central computer laboratory with 50 computers and latest software, printing and Internet facility. The computer lab monitors computers installed in the offices of the Principal and Vice Principal, and Administrative Office and the library. The computer centre works from morning 7.00 a.m. to 5.30 p.m. It has developed learning packages for the short-term course in computer applications. The computer centre conducts various courses. Computers are maintained through Annual Maintenance Contracts entered into with an external agency.

The college library is accommodated in the spacious second floor of the building with necessary facilities like reading hall with a seating capacity of over 350, cubicles for staff members and research students; reference section; magazines and journal sections; and a medium sized meeting hall. The library has a rich collection of 67,252 books and subscribes to more than 60 journals and magazines in different fields of knowledge. It has a computer facility for routine and administrative work. The college provides inter-library borrowing facilities. Computerization of library and interconnecting facility have been completed. The library has a rich collection of audio-visual cassettes on different topics. It has

reprographic facilities. The library works on all working days of the college from 8 a.m. to 4.30 p.m. It has the Advisory Committee consisting of the Principal, the Vice-Principal, HODs and the Librarian. The library is managed by qualified and experienced staff. The internet facility is available in the library. The library has facilities like computers, audio and video cassettes.

The college emphasizes physical education and physical fitness. It has a gymnasium with modern equipment for physical fitness and exercises. The playground is spread over a spacious area of land. The college has physical facilities for lawn tennis, volleyball and football. Besides, it has indoor game facilities for chess carroms, table-tennis, etc. The college encourages its outstanding sports-persons by providing incentives such as sports scholarships and prizes, felicitating them at special functions and awarding number of trophies to champions. Special coaching is given to players by professional coaches. The college has produced outstanding sports persons who represented the college at university, state, national and international meets. Well known international cricketers and stars of the Indian cricket team and other sports persons are were products of this college. They have been in contact with the college thus motivating and encouraging present students in developing skills in their respective areas of interest.

The college organizes regular medical checkup camps for students during the first year of UG and PG classes. Medical facilities are provided to students and staff with the help of a clinic located near the college. The college has an N.C.C. wing. It has produced a number of outstanding cadets. The regular upkeep of the college campus its security and maintenance have been outsourced while the general upkeep is looked after by the class IV staff, gardeners and employees of the cleaning department. The campus is maintained with a good landscape.

The entire space in the college is optimally utilized. The optimum utilization is ensured through departments and committees consisting of staff members working for relevant activities. The infrastructure facilities of the college are also used by external agencies for conducting classes, examinations, tests, seminars, etc. The college facilities are used from morning 7.30 am to evening 8.30 pm by running UG and PG courses in shifts. It provides hostel facility to men students. It has a seminar/conference hall and an auditorium. The college has collaborative programmes with a number of national institutions. It generates sufficient funds through self-funded courses and from research funding agencies.

Criterion-V: Student Support and Progression

To motivate students to excel in their academic activities certain incentives are offered. Many scholarships are given by central and state governments. In addition, the college provides financial assistance and free education to students with outstanding achievements in sports, athletics and academics. The college issues a prospectus giving details of admission procedure, fees and student support services.

The college has an Employment Cell and a Placement Officer to offer counselling to students. The Employment Cell of the college motivates students to seek self-employment. It organizes lectures by successful entrepreneurs. Associations like the Study Circle, Library Users Group and facilities like Computer Centre and Commerce Laboratory provide sufficient academic support to achieve the academic goals. The “Poor Boys Fund” and “Student Welfare Fund” are used to help students who are in need. Personal counselling, NSS, NCC, are other important activities of the college. Sports and recreational services available to students are Nature Club, Debate Club, student magazines and cultural programmes. Almost all students appear for examinations, the dropout rate being 0.13% in 2001-02 and Nil in 2002/03 which is commendable indeed. Students are encouraged to appear for competitive examinations such as UGC, NET, TOFEL, GMAT, CA, CFA, etc. and a good number of students have passed them. The college conducts special coaching classes for students to take up PE I examination of C.A.

The college collects feedback regularly from students to assess their progress. It provides various recreational facilities to students through Nature Club, Debate Club, student magazine, cultural programmes and Adventure Club. After graduation nearly 75 per cent of the students go for higher studies. Since the college is more than 6 decades old, a number of outstanding alumni occupy important positions in industry, business, sports and public life.

Criterion-VI: Organisation and Management

The college was established in 1941 by freedom fighters and social reformers. It has constituted the local Managing Committee as per the rules laid down by the Maharashtra Universities Act 1994. Governance is participatory. Committees are involved in decision making processes. It is managed with the help of the Admission Committee, Teachers Selection Committee, Library Committee, Purchase Committee, Academic Committee, Research Committee, Examinations Committee and so on. Academic and administrative planning in the institution move together. Management techniques and technologies are used by the institution for efficient running of every administrative and academic decision making. The finances of the institution are judiciously allocated and effectively utilized to make its programmes and functioning cost effective. The college has an efficient internal co-ordinating and monitoring mechanism. The college has the continuous and whole-hearted support of the office bearers of the Management of the parent institution. The Management extends valuable support in terms of resource generation and a backup of infrastructure facilities. Teaching and administrative staff work in harmony which smoothens internal management. The college has a dedicated team of administrative and service staff. Maintenance of records, keeping of accounts and efficient overseeing of the establishment are enabling factors of administration. There is a special committee to prepare academic calendars under the guidance of Heads of Departments.

Staff selection is made by the Selection Committee, following procedures governed by institutional and state regulations. The college has conducted professional development programmes for its non-teaching staff. It has a grievance redress cell which attends to grievances of employees and students and makes all efforts to solve disputes, if any. The tuition and other fees charged by the institution are reasonable. The institution has a number of welfare programmes for students as well as teaching and non-teaching staff. Staff tea club, indoor games, occasional lunch and dinners, and free admission to children of staff are some welfare measures.

Criterion-VII: Healthy Practices

- The College possesses some special features which are noteworthy. There are five power generating centres in the college namely; class room, library, playground, stage and platform. Students are encouraged to participate in the activities of all these five for the sake of all round personality development.
- Attendance record - Attendance record of the students is meticulously kept by every teacher and for all lectures signatures of students are obtained to mark their presence. The Attendance Committee compiles all this record every fortnight and the list of defaulters is prepared.
- Anti – Ragging Squad - This functions every year under the auspices of the N.S.S. (Senior and Junior) units of the college. The Programme Officers, along with the team of N.S.S. volunteers are on constant vigil during the opening weeks, to protect newcomers from harassment.
- Students’ Council - Every year the Students’ Council is formed according to the rules and norms prescribed by the university. The Council acts as an apex body to harmonise activities of various cultural circles in the college and to see that a proper educational environment is created to give students full scope to realize their potential. *RAPPOR*T is an important annual festival organized by the Students’ Council.
- Examinations Committee - Steps are taken to conduct examinations as per the rules and regulations laid down by the university. Paper-setting, proof-reading, strict supervision, marking of answer books, assessment work done on time and resolutions regarding grace marks – all these details are properly carried out.
- Discipline Committee - This is a committee of teachers appointed by the Principal to maintain discipline within the college premises, the discipline committee keeps constant vigil.
- Local Managing Committee - This is the vital link between the Management and teaching and the non-teaching staff. The Committee gives legal representation to these three stake – holders.
- Academic Calendar - Every academic year is full of multiple curricular, co-curricular and extra curricular activities. They are planned strategically well in advance, and that too from macro to micro level.

- Decision-Making - Decision making in this college is mostly by informal discussions in the staff common room meetings, committee meetings, and departmental meetings. Decisions are taken through discussions and consensus.
- The college at present has many twinning programmes through N.S.S., Industrial Visits Committee, Speaker's Academy and the Artists' Guild. The N.S.S. works in close collaboration with CRY, NAB, AGNI and Sion Hospital. Industrial visits to various industrial units are organized.
- Speakers' Academy encourages students to participate in various inter-collegiate competitions. It makes the best use of the literature published by the forum of Free Enterprise and also the services of the British Council Library.
- The Artistes Guild is very active in promoting cultural activities which are organized by I.N.T.Malhar, Mood Indigo, ISCUS and other organizations.
- *Ganeshotasava* - By celebrating festivals like Ganapati and Satyanarayan Pooja on the college campus, values of integration and harmony are developed.
- Event Management - The Co-curricular Forums in the college organize multiple events. These events include speeches, debates, discussions, competitions, exhibitions, one-act plays, variety entertainment, quiz contests, musical recitals and many such socio-cultural events. The Management of all these events is of, for and by students. Students plan and execute these events. Students look after –
 - i) contacting, inviting, receiving, entertaining and introducing guests, ii) making stage arrangements and decoration, iii) compeering and conducting events. iv) making physical arrangements, such as mike system and transport. v) keeping accounts and submitting them to the college office through the Chairperson within the stipulated time limit and vi) preparing reports of all events and getting them published in the college magazine.

Section-3: Overall Analysis

The college possesses some of the outstanding features that account for its good reputation. The Institution possesses state of the art features both in its academic programmes and diversified spheres of growth and development of students and faculty.

Although this is not a point of reference for the Peer Team in the evaluation of the institution, India Today's Report of the best Institutions in the country is a helpful factor. That this institution was rated as one among the top ten institutions in the country is appreciated.

Significant features of this institution of repute are as follows:

- Outstanding alumni in the fields of sports, music, performing arts, administration and politics, and the covetable corporate positions held by many of them stand testimony to the reputation of the institution. The Management and the institution have been quite proactive in encouraging students to become achievers. This is a powerful motivating factor that urges present students to excel in their academics and extra- as well as co- curricular activities.
- The component of value-based education imparted to students has been creditable in moulding students into responsible citizens of the country.
- The significant civic responsibilities inculcated among students through involved NSS and NCC activities are noteworthy.
- Involving adjunct faculty of practising chartered accountants and lawyers in the teaching programmes of the institution has probably given an added advantage to the college.
- The college provides practical training and hands-on skill acquisition to students to be able to acquire need-based training and not just theoretical knowledge.
- The dedication and involvement of teachers in all the activities of students is praiseworthy.

Some of the other areas in which the institution may carry itself into the future are:

- More emphasis on in-house research by teachers, who can seek funding through research projects and faculty improvement programmes.
- With the academic strength and credibility that the institution has built over the years, the college should make efforts to attract overseas students, to give it global acceptance.
- The Alumni Association has been formally started only recently. The Association should be invigorated, with appropriate networking and once activated, the alumni can support the institution in its further growth and development.
- The college may make efforts to seek autonomy so that it can have academic freedom to design and develop its future academic programmes.

The Peer Team members wish to place on record their thanks to the Management, the Principal and staff of the R.A.Podar College of Commerce and Economics, for their full co-operation and support to complete their visit to the institution. They wish the institution and its community success in its future endeavours.

20. Sohan Lal DAV College of Education Ambala, Haryana (Assessment Report for Institutional Accreditation)

Section-I: Preface

Sohan Lal DAV College of Education which was established in 1939 at Lahore is one of the oldest colleges of Education in Haryana State. The college is recognized by NCTE for running M.Ed. (25) and B.Ed. (250) programmes in 2000 and is affiliated to Kurukshetra University. It is managed by the DAV College Society which is a non-government organization and runs about 665 educational institutions across the country. The college is recognized by the Govt of Haryana under the grant-in-aid scheme. Two regular courses – M.Ed. and B.Ed. are offered to 250 and 25 students respectively. The college has 27 sanctioned full-time teachers, out of whom 12 have Ph.D. and 6 have registered for it. The college has a campus, 5 acre in area. The annual budget of the college for the year 2001-2002 is Rs. 1,17,52,900/-. The unit cost of education of the college is Rs. 36,205 (inclusive of staff salary) and Rs. 4343/- (exclusive of staff salary). The college follows an academic calendar and keeps the teaching days close to 206 while the working days are 247.

The college volunteered to be assessed and accredited by NAAC in February, 2003. NAAC constituted the Peer Team consisting of Prof L C Singh, former Professor of Education, NCERT, New Delhi as Chairperson; and Prof. (Ms) Asha Gupta as Member. The Peer Team visit was coordinated by Dr. G. Srinivas, Deputy Adviser from NAAC. It visited the institution on November 24 and 25, 2003. It visited the academic departments, reviewed infrastructure facilities and also interacted with the Management, the Principal, the NAAC Steering Committee, the faculty, staff, students, parents, alumni, NGOs and others.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

The college admits students strictly on the basis of a common selection test conducted by Kurukshetra University to which the college is affiliated. The college has always devised ways and means to go beyond the minimum standards. It takes initiative to get B.Ed. and M.Ed. curricular programmes revised and updated periodically in collaboration with bodies like KU and NCTE. Orientation programmes are organised to sensitize students to the history of the college and to counsel them on selection of courses and specialization. Teacher trainees are given regular assignments and projects in each curricular area. Seminars, quiz competitions, panel discussions and group discussions are adopted for continuous

assessment of student performance. The college provides learning experiences by the creation of a participatory and active learning environment. Remedial courses are organised for the benefit of weak students. Advanced learners are challenged to attempt write ups on current issues in education and to participate in institutional programmes by displaying advanced skills. Members of the faculty unitize the syllabus and prepare teaching plans in their respective subject areas in accordance with the academic calendar.

The college has inbuilt curricular flexibility by which students are offered more opportunities than those available under the conventional curriculum. Microteaching, mega-teaching and pedagogical skill development are done to keep abreast of modern pedagogical advancement. The college offers nine options in Methods courses and seven options in Work Experience to enhance their competence and to sustain their academic interest.

The college organises exhibitions of teaching aids prepared by trainees and distributes them to schools in order to build their instruction and learning capacities. The college has the healthy practice of adopting a rural school and giving it the benefit of its professional expertise. Various neighbouring schools are brought closer to the college by helping their staff to improve their pronunciation skills in the Language Lab of the college. Thus the college has established extensive contacts with local educational institutions – practising schools, colleges and social service organizations like Rotary Club, District Red Cross Society, local industries and the National Awareness Foundation (NAF).

The following curricular and pedagogic practices are informal parallels to the organised effort described earlier. The college has a 'Think Tank'. Members of staff and students meet every week and deliberate on issues for self-development and sharpen their thinking skills. Book reviews are presented by trainees. Members of faculty who have Master's degrees in more than one discipline often optimally utilize their expertise by adopting an interdisciplinary approach in their teaching. Importance is given to 'Sanskar education' and 'Value education' for inculcation of human, moral and spiritual values. '*Shramdan*' is another regular feature of this college, which instills the dignity of labour among students. The institution develops sensitivity among students to local and national concerns, through extension lectures and morning assemblies. Yogic practices and meditation help students to develop skills and values. Efforts are made to promote scientific temper among trainees. It is an institute of excellence in teacher education formed on ancient vedic culture and wisdom coupled with modernity. Interactive sessions in teaching are organized for competency building and development of personality. Writings and quotations are displayed for developing professional commitment and creativity. The psychology laboratory, the education technology lab and the mathematics lab are well used for the benefit of trainees. The language lab has been a help to develop communication skills of both students and teachers. Workshops, seminars and extension lectures are made part of the curriculum. The Science Discovery Lab enhances practical

skills and the skill of concept formation in science. Value education is emphasised by the college. Effort is made to provide character education through dissemination of values.

Criterion-II: Teaching - Learning and Evaluation

The college has effectively focussed its attention on curricular transaction and continuous and comprehensive evaluation of pedagogic practices. Members of the faculty sincerely attempt to deliver curricular inputs in a way best suited to requirements of students and to evaluate their performance objectively.

Interactive teaching learning strategies are adopted in transacting the curriculum. Certain topics are taught through innovative practices like brain storming, group discussion and seminars. Workshops are held for materials development and for inculcating various skills among student trainees. Training workshops are also organized on development of pedagogical practices through microteaching and mega-teaching. It is commendable that research proposals of M.Ed. students are discussed in seminars and feedback provided by faculty to improve them. Extension lectures arranged by the college help to broaden the outlook of students.

Departments have their own libraries. The college has its own audio-visual workshop where student teachers prepare instructional aids and improvised apparatus. Theory and method courses are transacted during academic sessions by dividing them into three terms. Pedagogical skill development, including field and project work is weighted for 20%. Core teaching skills are developed under simulated conditions. The internal assessment scheme is published in the students' diary and it is introduced to students during the orientation programme. The overall performance of students is judged through seminars, quiz competitions, assignments, project work, viva-voce etc. and it is also discussed with students.

The college has been sponsoring members of faculty to participate in workshops and conferences held at regional, state, national and international levels. Conferences/seminars/workshops are also organized regularly in the college. Many members of staff act as resource persons at various seminars/workshops. It has internet facilities and its own website-HYPERLINK "<http://www.sldaveducation.org>" www.sldaveducation.org such facilities have helped IGNOU to provide its Study Centre in the college for its B.Ed. (Distance Mode) programme. The institute has adopted a number of good practices to sensitize student teachers to bout their social and civil responsibilities. Celebration of cracker free ecofriendly 'Diwali' is a distinct feature of this institute. In order to foster reflective thinking and a philosophical bent of mind among teacher trainees, the college regularly holds the morning assembly. It comprises various items like invocation to the Goddess of knowledge, and meditation on teachings and thoughts of eminent personalities, and recitation of devotional songs. It has launched the Communicative and Responsive Education Programme (CARE). The Personality Development Programme (PDP) and Career Development

Programme (CDP) are being successfully run. It also prepares teachers for the community while making their training relevant to ground realities of social life. It has 'community orientation' in its functioning by establishing linkages with local scientific industries, joining hands with an NGO that has launched a 'Community Care Project' in the college. It has programmes to promote different types of skills among student teachers. They include activities such as workshops on writing of résumé, mock interviews, orientation in computer application, training in numerical skills, orientation to operation of hardware like OHP and LCD and seminars on presentation of synopsis in the M.Ed. course

The achievements of the faculty, have won recognition and praise in various forms – such as publication of résumé in bibliographies, Young Researchers Award, Life Time Achievement Award, etc. Faculty have established collaboration with universities, institutions, professional organizations and associations, that help them in widening their perspective with regard to recent changes occurring in the field of teacher education.

Criterion-III: Research, Consultancy and Extension

It has always been an endeavour of this college to think of a different set of performance Indicators, the ones that may not be the minimum requirement, but have a bearing on the total quality of education. For an institution, the output is measured in terms of teaching for which the pass percentage of students, number of first divisions and number of merit positions are considered to be the usual performance indicators. This institute has always excelled in this regard by securing the highest number of first divisions, merit positions and top ranks. The institute has established a blend of teaching with research, development and extension.

This institution became a postgraduate college of education in 1977, and established its Centre for Research and Extension as early as 1978. It brought out its first publication on Teachers' Day in the year 1980. It was re-named as the Centre for Innovations, Research and Development (CIRD) in the year 1990 in order to widen its scope of activity. This Centre publishes abstracts of M.Ed. dissertations periodically, arranges series of extension lectures and workshops on research. It encourages research ideas through classroom teaching, innovations and fieldwork.

The faculty are encouraged to undertake individual research projects in teacher education. A major research project has been sanctioned in the Home Science Department of the college by the UGC. Research proposals related to thrust areas of this college i.e. language teaching, science education, information technology have been submitted by some members of the faculty to the UGC and other agencies. At the institutional level, a research project on 'Value Education' has also been submitted to MHRD and UGC.

The achievements of this college date back to 1964, 65, 66 when some members of the faculty were awarded Full Bright Scholarships for studies in the USA. Under the teacher exchange scheme a U.S. teacher spent two years in the college. Several faculty members are engaged in research work and they are associated with projects for developing materials, participating in research activities or for presenting papers in seminars/conferences and for guiding M.Ed. students in research. Faculty members have also published papers. Research projects are planned in thrust areas of study. The planning for research projects for the ensuing years has already begun. A large number of members of the staff have fellowships in academic bodies and have received honours and awards for their research work.

The college extends financial support to B.Ed. and M.Ed. students under the scheme 'Earn While You Learn'. In addition to regular scholarships, the college extends financial help to students for the purchase of reference material and general books according to their needs. During the last 5 years, 5 faculty members have been awarded Ph.D./M.Phil. degrees. Two have submitted their Ph.D. theses. The college also organizes short-term orientation and competency building courses in language teaching. Extension activities are an integral part of the teaching programme of the college. Extension service is provided to neighbourhood schools mainly in the field of science education, computers and information technology, mathematics education, nutrition and home science. The college organised awareness programmes on AIDS, environment education, health, and hygiene. During the last three years the college has been training teachers of the adopted school in innovative practices. Students and teachers are encouraged to participate in various extension activities. Their achievements are appreciated in weekly assemblies. They are given responsible work in important functions of the college. In addition to these the college has a designated person to supervise extension activities and to arrange them activities in collaboration with govt. and non-govt. organizations.

The college develops self-instructional material in the area of mathematics, yoga education and value education. During the last two academic years the institute has published 23 monographs on different areas based on conferences, workshops, symposia and outdoor activities. Convocations are held regularly. Eminent educationists are invited to deliver convocation addresses which are published.

Criterion-IV: Infrastructure and Learning Resources

The campus is completely pollution free. The Planning and Development Board has formulated a perspective plan for the development of the institution. It plans to establish the 'Institute of Advanced Study in Education' after improving its infrastructure and resources. Expansion and optimal use of infrastructure indicate institutional progress. The college is no exemption to such a practice. Landscaping within and around the campus adds to its beauty. The specially designed waste paper baskets are just an evidence of the importance attached to details of cleanliness and aesthetic interest.

The college has the Library Advisory Committee with senior members of staff as its members. The library has a good collection of rare books and some of the latest titles. Many eminent educationists have donated their personal libraries to this college. The college has launched a special programme of showing educational CDs at eight places through the networking of close circuit television. This innovative project of the institute is quite beneficial to students. Its library provides the Book Bank facility to students who cannot afford to buy expensive text books.

The Library and Information Centre is automated and data based. It has the facility of lending books, and audio-visual material. The ratio of library books to the number of students enrolled, is 80% which is double the required number. During the last two years, more than Rs. 12 lakhs have been spent on purchase of books, journals, periodicals, CDs and automation of the library. The lay out of the library and the aesthetically designed furniture create a conducive environment for studies.

This information centre is well equipped with reprography xerox, photocopier, colour photocopier, scanner and CD writer, and computers. They are connected with the LAN system. Audio video cassettes on different subject areas are available. The internet inquiry system installed in the information centre, is a step towards providing facility to staff and students for exploring the latest developments in the field of education and research. Resource material in the form of CD Roms and floppies is available in plenty. The college has more than 32 computer terminals with the latest configuration and software. Last year, students of the college prepared 150 Unit Plan Templates on different topics. The preparation of templates, portfolios is in process this year also. A hardware expert appointed by the college maintains the computers. More than 80 per cent of the staff have been given 23 days training on how to integrate technology with education and they have developed portfolios in their respective areas of teaching. Every year this training is imparted to B.Ed. students. The college has established a well equipped Methods Lab in languages, mathematics, natural and physical sciences, social sciences, home science, music, fine arts, psychology, educational technology and a workshop for fabricating teaching aids.

To disseminate knowledge and build competence among staff and students the college has rich learning resources as laid down by different apex authorities. To promote research the college has set up the Centre for Innovations, Research and Development. The Science Discovery Centre established by the college is a successful attempt to inculcate scientific temper among students and teachers. The Workshop for Fabricating Teaching Aids is also a notable achievement of the college in the field of learning resources. The Spiritual Resource Centre, the Training, Placement and Counselling Cell, which is noted for its successful performance the organization of programmes on value education, the Education Society with student and teacher representatives speak about the level of excellence achieved in many fields.

Several multipurpose and special purpose rooms are available in the college. The furniture available in class rooms, students' common room, canteen, staff room, library, departmental rooms, staff cabins,

the Principal's office, and general office, guest house exhibit taste in aesthetic maintenance and its concern for quality in professional training of teachers.

The college has a well-equipped health care centre. The physical and infrastructure facilities available for sports and physical education and yoga are available. A good number of incentives are provided to students for participation in sports and cultural meets. During the last two years as many as 49 students participated at the university level, 19 at the state level and two at the national level cultural and sports meets, out of whom, 5 students have obtained the first position and 35 the second position and 1 the third position and one student was awarded university colours. At the state level, 2 first prizes, 9 second prizes and 5 third prizes were won by students. Two students participated at the national level.

The hostel for girls is well maintained and it has good infrastructure with all facilities like generator, water cooler, recreation room, guest room, mess and Warden's residence.

The college makes provision for facilities like teleconferencing and for establishing contact with apex bodies like the NCERT/NIEPA/NCTE, etc. The college should have a separate quality cell for follow-up action on the recommendation of the NAAC for its time-bound implementation.

Criterion-V: Student Support and Progression

The college has the system of disseminating information to new students. It has developed documents like the – prospectus and information bulletins. It is notable that out of a total of 805 students who were admitted to the B.Ed. course during the last three years only 3 students did not appear for the exam after completing 50% of the course as they got placed in jobs. The dropout rate is as low as .035%.

The college has successfully organized entrepreneurship development programmes and it encourages students to become job producers instead of job seekers. A substantial number of students join higher studies for doing M.A., M.Phil and Ph.D. courses in different PG departments of universities and colleges.

The formation of the Alumnae Association, publication of the Directory of Alumni, organisation of alumni conferences, holding of meetings and creation of the webpage to highlight activities of the alumnae association, online registration of alumnae are commendable achievements of the college. Old students of the college occupy prominent positions. An old student of the college has been conferred a national award by the President of India. The college has produced students who became members of the senate and the syndicate of Panjab University.

As many as 12 students have passed the NET examination during the past three years. The college makes it a point to get feedback from trainees every year. Feedback on the products of the college is also obtained from employers and their suggestions are utilized for making improvements.

The college provides various types of scholarships to students. On an average during the last three years nearly 25% of the students received financial aid. The college provides guidance and counselling services to students. One lecturer who is a trained counsellor from NCERT is in charge of the Counselling Cell. The college has also adopted the Tutor-Ward system to provide guidance and counselling to students.

The admission procedure is transparent. The university conducts entrance tests and grants admission through central counselling.

Students of the college have opportunities to participate in recreational activities and in indoor and outdoor games. The college magazine provides an avenue for creative self-expression. The cultural and literary activities are another channel that nurtures aesthetic sensitivity.

The college has taken steps to start 'An Inter-College Meet of Colleges of Education' where the students of five neighbouring states could participate and compete for skill-in-teaching, preparing teaching aids, black board writing, rangoli/alpana, salad making, preparation of articles from waste material and other such competitions which build competency among teacher trainees. The college has been organizing these competitions for the last eight years.

Televising CDs through a network of CTVs is an innovative practice adopted by the college as a support service to students. Campus interviews are arranged by the Career Guidance Cell of this college for placement of students. The growth and progress of old students is also maintained. The college extends support by arranging courses like Art of Living and Self-Awareness through "*Think Tank*". Communicative and responsive education is imparted to nurture rounded personalities.

Criterion-VI: Organisation and Management

The college has developed a well-knit coordinated monitoring mechanism, with decentralization of powers and shared responsibilities. The performance and progress of every member of the staff is reviewed individually as well as collectively in the meetings of the staff council. During the past three years measures have been initiated to upgrade organization and management. The infrastructure of the college has been developed to meet the requirement of the college for future needs. The beautification and landscaping of the campus speaks well of the organization. Computerization has increased office efficiency.

The college has been upgraded as the Institute of Advanced Studies in Education by MHRD of the Govt. of India. It has ISO 9001:2000 certification for quality education. It has a major research project of the UGC with a grant of Rs. 6.40 lakhs. It was honoured by the Kurukshetra University with the title, "College with Potential for Excellence'.

The college has an efficient and inbuilt mechanism to check the efficiency of non-teaching staff. The Principal, as Chairman of a committee, reviews the work efficiency of staff. Teachers are selected as per the guidelines of UGC.

The imposition of the ban on recruitment in govt. aided colleges is a nation wide phenomenon. To meet the shortage of staff the Management has appointed qualified additional staff for different programmes of the college.

The college organized a seminar on Financial Management in collaboration with DAV College Managing Committee, New Delhi, and a workshop on maintenance of accounts in colleges and schools in order to train office staff.

The income and expenditure statement of the college shows that the percentage of expenditure on administration and other common services is as low as 8% and percentage of expenditure on student welfare and developmental activities is 60%. A substantial amount is spent on R and D activities and for holding seminars, conferences and workshops.

The college has a health care centre and a multi-gym for the benefit of staff and students. Value education programmes are conducted regularly. Grievances of both teaching and non-teaching staff are redressed through the Staff Secretary, by the Staff Council. Student grievances are redressed by the Proctorial Board.

The college is covered under govt.grant-in-aid system. It also receives grants from MHRD under IASE scheme and from UGC under different schemes and from NCTE under ICT Scheme. As a part of TQM the college has developed a mechanism for internal quality checks for enhancing its efficiency, effectiveness and productivity in all programmes and projects, and to hold review meetings after the completion of every curricular programme and project. Teaching-learning processes, evaluation and examination, procedures for the development of the library, monitoring of financial matters, training and placement of students, and research and development are all reviewed and monitored. The Planning Board has been constituted to ensure optimum utilization of resources. The college volunteered to get academic audit conducted by a team of experts in 2002 to ensure quality and to assess academic standards. The college makes SWOT analysis and adopts various means and strategies to improve existing standards.

The college is sensitized to strategic planning, teamwork, decision-making and computerization. The ratio of computers to students is 1:8 which is a noteworthy achievement of the college. The college ensures TQM at each and every step.

The college collaborates with other national agencies and institutions. The college collaborates with INTEL for the programme known as 'Intel Teach to the Future'; for integrating technology with teaching.

It organizes seminars in collaboration with DPPI, New Delhi, workshops on 'Preparation of Low Cost Teaching Aids in collaboration with NCERT, workshops for science and maths for school teachers in collaboration with RIE, Ajmer and poetical symposia in collaboration with Janvadi Lekhak Sangh. Depending upon the nature of the project and programme, the college has collaborated with nearly 25 different institutions. It has student and teacher exchange programmes with other institutions and research institutes in the country.

There are certain specific highlights of this college with regard to organization and management. Within the broad guidelines given by the Management, the Principal enjoys a fair degree of autonomy to plan and execute developmental plans.

The college Management is headed by academics and educational administrators. This is conducive to the academic environment which assures the quality of professional training of prospective teachers.

Future Plans of the College

The vision of the college is to be the Centre of Excellence in teacher education, based on Vedic culture and ethos coupled with modernity. The college thus plans to have horizontal as well as vertical growth. The horizontal growth will be under three categories:

Level based – Elementary, Secondary/Senior Secondary School

Area based – curriculum development, teaching learning processes, measurement and evaluation, etc.

Need based – Related to students, teachers, teacher educators and the community

Based on the above three selected categories of programmes, the following initiatives are proposed to be undertaken in the near future.

- restructuring curricular programmes in teacher education for different categories.
- designing effective strategies for training teachers at pre-service and in-service levels.
- identification of professional needs of teachers in the changing scenario
- identification of changing needs of children and formulating programmes for the same.
- identification of changing needs of community and formulating programmes of teacher training accordingly.
- development of instructional materials through workshops.

- orientation of Heads of Schools and educational administrators and management
- designing remedial/alternative strategies for quality improvement in different areas of teacher education.
- orientation of teachers and supervisory staff towards different strategies of value development for students and teachers.
- experimenting innovations in classroom teaching and related programmes for quality improvement.
- inculcating national awareness and commitment among educational professionals.

Section-3: Overall Analysis

Sohan Lal DAV College of Education (IASE) Ambala City aims to attain excellence in the field of teacher education. Its ultimate aim is to reach a level where programmes in teacher education may be carved out in an atmosphere of freedom and independent functioning. For this the college has a plan to acquire the status of an autonomous college.

After going through different stages of development the college is planning to attain the status of Deemed University of Pedagogical Sciences, which will be the first of its kind if the plan materialises. On the basis of ground realities and progression graph of the college – a prospective plan, covering its various developmental stages has been prepared.

Observations and Recommendations

Sohan Lal DAV College of Education, being the oldest college of education in Haryana, has maintained its tradition of imparting quality teacher education. Its contribution to spiritual and value education, educational research and materials development is significant and valuable. The college has potential in terms of vibrant and dynamic leadership, competent faculty and modern infrastructure facilities for introducing diversified innovative programmes in the present context

During the past three years, the college has made commendable ventures in modifying the curriculum, organizing research oriented activities and seminars and outreach programmes. There have been definite signs of collaborative ventures with other institutions. New research areas like education technology, ICT in education and quality educational management have been under serious consideration by the Management. The research output, publications, organization of seminars, paper presentations, trained and effective teacher output and placement are some of the indicators of the progress of the college during the recent past.

Recommendations

1. Faculty may formulate research projects for getting special grants from UGC, ICSSR, ERIC (NCERT) and MHRD.
2. Since the college has been given the status of Institute of Advanced Studies in Education, it may initiate research programmes in the form of formal degrees like M.Phil. and Ph.D. Further the college may also explore the possibility of obtaining the Special Assistance Programme (SAP) of UGC. The affiliating university i.e. Kurukshetra University and the Government of Haryana may consider these proposals favourably. If these programmes are implemented, it will further enable the college in augmenting its efforts to become one of the important national centres of excellence in teacher education.
3. The college should start courses related to early childhood care (N T T) and elementary (E T T) teacher education in order to meet the growing needs of school education.
4. Since the college has immense potential, the Government of Haryana and the Kurukshetra University may recommend the proposal of the college to become an autonomous college.
5. The college deserves upgradation as Deemed to be University of Pedagogical Sciences as envisaged in its vision document.

The Peer Team wishes to place on record its deep appreciation for the co-operation and support received from the college Management, the Principal, the faculty, office staff, students, alumni, and parents, Principals of practising schools and NGOs who have facilitated the assessment process by NAAC.

21. St.Philomena's Arts, Science And Commerce College Mysore, Karnataka (Assessment Report for Institutional Accreditation)

Section-I: Preface

St.Philomena's College is an important affiliated college of the University of Mysore established in 1946. It is a minority Christian institution governed and managed by the Mysore Diocesan Educational Society specially created to cater to the needs of all communities without any discrimination of caste, creed, religion or other considerations. The college is located on the doorstep of the city of Mysore on the high way to Bangalore. The campus is spread over an area of 33 acres. It is an aided institution, which also runs a few self-funded courses including courses of the Kuvempu University through distance education. The college is recognized by UGC under sections 2f and 12B in 1956. It offers 25 academic programmes. There are 31 departments in science, arts, commerce and social work faculties with provision for the study of a number of important languages. The college, in collaboration with the Punjab Technical University, Jalandhar, has introduced distance education programmes in biotechnology and information technology (post graduate courses), bio-informatics and hotel management (undergraduate courses) and a PG diploma course in hospital management. The college is also a study centre for PG, UG and diploma courses in science, arts and commerce of the Kuvempu University, Shimoga.

The college has a qualified permanent teaching faculty strength of 51 out of whom 4 have the Ph.D. degree and 5 have the M.Phil. degree. There are 8 temporary teachers with the Master's degree. There are also 26 non-teaching staff members. The student strength of the college is 982 in UG courses of which 205 belong to other states. 189 have enrolled for PG courses and 19 for UG courses through distance education. The college follows both the semester and the annual systems. The unit cost of education for the institution is Rs. 16,142/-(including salary). The student success rate in the university examinations is around 80%.The college has a well equipped and well maintained central library, a computer centre, sports facilities and sports grounds, hostels, guest house, canteen, a placement cell and a non-resident centre, auditorium, gymnasium, and all other basic facilities required for quality performance.

The college seeks to serve certain important social ideals. These include the inculcation of spiritual and moral values in students and imparting training in socially productive services intended to mould rounded personalities. St.Philomena's College submitted its Self-Study Report to the NAAC in order to be assessed for an objective appraisal of its strengths and weaknesses. The Peer Team comprising the following members visited the college between March 8 and 10, 2004.

- (i) Dr.A.Sukumaran Nair (Chairperson), former Vice-Chancellor, Mahatma Gandhi University, Kerala. (T.C 27/1845, Trivandrum, Kerala), Chairman
- ii) Dr. K.Abdullah Basham, former Principal and Present Director of Jamal Institute of Management, Jamal Mohamed College, Truchirappalli, Tamil Nadu, Member- Coordinator
- iii) Dr.S.N.Nandan, Principal, S S V P S's L.K, Dr. P.R. Ghore Science College, Deopur, Dhule, Maharastra, Member

The Peer Team interacted with members of the faculty, visited the laboratories and the library and reviewed all other facilities. It had detailed discussions with members of the Governing Body, the Principal, faculty, non-teaching staff, students, parents and former students of the institution. The Peer Team also went through the documents for validating the claims made in the SSR. In the light of the above, the Peer Team is pleased to present the following report.

Section-2: Criterion – wise Analysis

Criterion-I: Curricular Aspects

St. Philomena's College, established in July 1946, is a grant-in-aid minority college affiliated to the Mysore University. The college has the reputation of being socially accredited as one of the top institutions of higher education in Karnataka. It is the oldest science college in the erstwhile Mysore State and the first FIRST GRADE College to be affiliated to the University of Mysore. The college does not have freedom to develop its own curriculum, and is bound to follow the curriculum prepared by the university. It follows the prescribed curriculum effectively. It functions with the aim of providing cost-effective and quality higher education to all, especially, to minority students, SC/ST students, women and students from economically weaker sections. It offers the following programmes: UG (B.A, B.Sc, B.Com., B.S.W), 4 programmes; UG (Distance Education Courses of Punjab Technical University and Kuvempu University), 6 programmes; PG (Distance Education Courses) 14 programmes; and a PG Diploma (Distance Education course) and one other diploma programme. It offers a total of 25 programmes in 31 departments. All the programmes are run most effectively. The college offers considerable freedom to the departments to run their courses. The freedom is used by the them with discretion. Departments administer the curriculum effectively.

The college offers a wide range of subject combinations .The science faculty offers six areas of specialization while the arts faculty has 24 different subject combinations. Commerce students have also a wide range of options like banking, taxation and computer applications, besides the compulsory commerce subjects prescribed by the Mysore University. Degree students can choose any two from seven languages provided by the college, viz English, Kannada, Hindi, Urdu, Tamil, Malayalam and French.

Students also have the choice to opt for one of the following languages through private study, namely, Arabic, Persian, Telugu and Sanskrit. Career and job-oriented courses like computer science, functional English, journalism, social work, biochemistry, microbiology and biotechnology run by the college have a lot of scope for providing employment. However, there is limited horizontal mobility in regular courses. The university restricts options according to its regulations. The organization of the courses is quite satisfactory.

The college has a permanent faculty strength of 51 out of which 4 have Ph.D. and 5 have M.Phil. There are also 8 temporary teachers. There are 26 non-teaching staff. The student strength of the college in the regular stream is 982 in UG classes out of which 205 belong to other states. There are several government offices, educational institutions, business centres and health centres located in the college area. The expertise of these organizations is utilized by the college through frequent interaction. The college has developed substantial teaching resources, like models and charts, sketches, explanatory-schematic representations, science museums, etc, all of which are useful for delivering quality education. It is interesting to note that students have also contributed their share to the development of resource materials for teaching. The feedback obtained from students, industry, employers and various other stakeholders is used to improve the resources and to develop new strategies for improving the quality of education. The courses are all run using the latest educational practices, with lot of freedom given to departments for deciding their mode of presentation. The Peer Team is happy to note that the college is able to achieve its aims and ideals. The goals and objectives are properly communicated to all students at the commencement of the academic session, and the students, in turn, use them as directions for self-development. All the programmes run by the college are supportive of its goals and objective. The curricular practices adopted by the college are highly satisfactory.

Criterion-II: Teaching - Learning and Evaluation

Students are admitted to various courses purely on merit. They are selected through interviews and on the strength of past academic record. The admission process is transparent. The procedures used for admission are strictly in accordance with the admission policy laid down by the Government of Karnataka and the Mysore University. Staff selection procedure (both for teaching and non teaching staff) is based on merit subject to the norms set for staff recruitments in minority institutions. Out of 51 permanent teachers, 4 have Ph.D. and 5 have M.Phil. and a significant number of faculty members are engaged in research. Most of the teachers are interested in doing research in their specialized areas. The college, has functioned primarily as a teaching institution. Most of teachers did not consider research as a part of their academic duties till recently. But a few who have taken to research have done significant work. This is evident in the new thrusts that they have made in organizing their teaching. Teachers are given all encouragement by the Management to attend seminars, conferences and workshops and other

academic meetings organized by various educational authorities or academic bodies, apart from their participation in refresher and orientation courses.

The Peer Team was satisfied with the facilities and infrastructure developed by the college. Teachers use modern teaching aids such as OHP charts, maps, models and other audio-video aids to augment the quality of their teaching. The auditorium, the conference hall, the reading room and the hall set apart for teaching Functional English are available to all departments for common use, like conducting lectures, seminars, presentations, and other similar academic programmes. The college organizes special instructional seminars for students, who come from culturally deprived sections of society. Students who come from rural areas, are exposed to a wide range of supplementary programmes like remedial classes, seminars and symposia. They are motivated to improve their standards of performance. Advanced learners are helped to achieve higher degrees of excellence. Students are encouraged to participate in group discussion, organize science exhibitions, and to conduct new programmes like behavioural and business games to develop achievement motivation. It is heartening to note that all members of the faculty are committed to the overall development of students and maintenance of high standards. Some departments in the humanities offer value-added courses such as Functional English and Journalism. These have initiated a new educational culture.

Evaluation is offered according to university norms. Tests and assignments are conducted periodically and a programme of continuous assessment of student performance is followed by the college. Students of the college have a record of good performance in examinations and many departments have obtained many university ranks and gold medals consecutively. The percentage of classes taught by full-time faculty is around 95 per cent. Teachers are both committed and professional: they teach with involvement and make use of innovative strategies. The institution has commendable collaboration with national and international universities. Many teachers have served on various academic bodies of the Mysore University and in others. They influence curricular reforms in the university. The institution is doing all that is needed for quality performance, like the adoption of transparent process of admission, attention bestowed on individual needs, organization of teaching-learning programmes, adoption of methods needed for monitoring student progress and staff recruitment procedures, and evaluation of teaching performance. Encouragement given to faculty for professional improvement is a welcome feature.

Criterion-III: Research, Consultancy and Extension

Philomena's college has a distinguished record in some of the academic dimensions which come under research, consultancy and extension. The institution, although not conceived as a research institution, has developed a satisfactory research culture. Those doing research are few, but those with research degrees have made useful research contributions to research. Out of the 51 permanent teachers, 4 have Ph.D. and 5 have the M.Phil. degree. In addition, 12 teachers have currently registered as part time research

scholars in the university. Further, PG and UG students are assigned project work in many areas as biotechnology, office management, journalism, functional English and social work, as part of their course requirements. The academic ambience of the college encourages research at all levels. Most of the projects assigned to students, can be treated as an induction into research procedures. The college is a study centre for distance education programmes of the Punjab Technical University, Jalandhar and Kuvempu University, Shimoga. These contacts help in further augmenting the quality of education provided by the college. The faculty of the college are permitted to teach Distance Education courses. The labs of the college are used for distance education learners on college holidays. This leaves the normal work of the college undisturbed.

The college organizes several extension programmes to reach out to the wider sections of society. Extension activities of the college include community development, social work, creation of health and hygiene awareness, organisation of medical camps, adult education and literacy courses and creation of environmental awareness. These are organized in collaboration with GOs and NGOs. The college plans and carries out these extension activities in consultation with agencies such as the Family Planning Association of India and River Valley De-addiction Centre. The Rotract Club of the college has enrolled a large number of students who render useful and productive services to the community. This unit has done commendable work: a batch of about 100 students organized feasts for the disabled inmates of other institutions, they organized large scale blood donation camps, and provided safe drinking water facilities. It is of special interest to note that students have shown their willingness to use their savings to raise funds for social service activities like those indicated above. Other service units like the NSS, NCC, Literacy Club, Nature Club, Fine Arts Club, Media Club, etc also function effectively and they also contribute substantially to the extension work of the college. Special programmes intended to reach knowledge to the community are attempted by some science departments like Mathematics and Chemistry. The Peer Team notes with satisfaction that the college has a distinguished record of work in encouraging research by promoting research culture by providing, incentives for research publications, promotion of faculty participation in consultancy and extension, through its sensitivity to community problems.

Criterion-IV: Infrastructure and Learning Resources

The college has adequate infrastructure, added over the years through the dedicated vision and planning of some of the pioneering leaders who had shaped the college. The campus is spread over an area of 33 acres, and has spacious classrooms, well-equipped laboratories, and museums. The botany and zoology museums are probably some of the best to be found in any college in the country. The exhibits in the lab have very unusual collections purchased from abroad and also made by former as well as present students. An auditorium, an open-air theatre, a spacious reading room, a modern conference hall and

a prayer hall inside the campus are part of the infrastructure. The buildings were designed many decades ago but are kept in good shape even now. Adequate number of hostels on the campus provide accommodation to both men and women students. A separate hostel has been built to accommodate the “sisters” who work for the college in various capacities.

Sufficient accommodation has been provided to various departments. Classrooms and laboratories are sufficiently spacious, well-maintained and well-equipped. Labs and other supporting services are maintained with utmost care. The campus has plenty of space for further development. It has a well-maintained central library with 30,462 volumes. 38 journals and periodicals are subscribed for. During 2002-2003 a sum of Rs. 1,11,439/- has been spent on books and journals alone. The library has advanced reprographic and internet facilities and computer facilities with a master server. The library is equipped for computerized services like on-line-search, access to electronic books, etc. The total number of computers available in the college is 50. It has extensive playgrounds where inter-collegiate sports and games are frequently held. Physical education is imparted most effectively. Other facilities include bank extension counters, safe drinking water facility, a well furnished rest room for ladies, etc. It has a website which is open for public use. All information about the college is available to parents and the public. The college uses the feed back from parents (in the information provided by the website) to improve the working of the college.

The college buildings and infrastructure are put to optimum use by making them available for additional functions, both governmental and non-governmental. The college has made a mark in athletics and sports at the university, state and regional levels. Many of the students have won medals and prizes in various competitions and sports meets. One of the students was selected for the national award, the *Ekalavya* Award. The college has set apart around 9.5 acres of land for sports grounds. It has also a well-equipped gymnasium with advanced facilities for all kinds of physical exercises. The campus has also a herbal garden. It is of interest to note that all the trees in the campus have been labelled using scientific terminology. The infrastructure is adequate and satisfactory.

Criterion-V: Student Support and Progression

There is considerable rush for admission to various courses offered by the college. This may be attributed to the high quality of instruction and also to the highly supportive learning environment provided by the college. It is also because of good infrastructure and dedicated faculty of the college. The college provides various kinds of scholarships and financial aids to students.

If the performance of the college has to be judged by the progress made by its past students, the college has certainly a glorious record. A number of students of this institution serve in senior administrative positions in the Karnataka government, and also in senior academic positions as Vice

Chancellors, Professors and Principals in various institutions in the state. Many have achieved distinction in several important areas. Former students of the college working in various parts of India and abroad have made substantial contributions to the development activities of the college. The college has good rapport with its alumni.

The institution provides an updated prospectus each year for the benefit of new students who seek admission. The college prospectus provides a brief history of the college, its aims and objectives, and details of the courses offered, the scholarships and financial assistance available and also information about hostel facilities, fee structure, and admission procedures.

The establishment of a Placement Cell on the campus has helped to provide career guidance and it has also helped to resolve some personal problems faced by students. Some of the multinationals who have come into contact with the college through the employment cell have offered employment to students of the college. The college gives special attention to co-curricular and cultural activities. Quality programmes are organized by the college from time to time. The colleges' reputation, attracts students from all parts of the country. It has a considerable number of students from other states like Kashmir and North Eastern States. Effective cultural interaction takes place. Students from all parts of the country mingle in a friendly atmosphere. The college encourages students to participate in various sports and cultural activities and activities of NCC, Rotract, etc. The Rotract group has contributed to the development of college facilities in a big way. It has arranged the safe drinking water facility. The college has a system for optimal development and use of resources. The co-curricular areas are given as much importance as academic work.

Criterion-VI: Organisation and Management

St.Philomena's College has a duly constituted Governing Council, functioning under the Mysore Diocesan Educational Society with the Bishop of Mysore as its Chairman. The college functions through several committees. All the committees are composed of people with substantial experience in higher education and also have a proper conception and vision about higher education. The Governing Council provides strong support to college development. The Managing Society is one of the most important private societies running several educational institutions in the State of Karnataka. It has over 106 institutions under its management. It is readily willing to invest in education and to make education available to all who need it.

The college has taken TQM seriously. The office, the library and accounts staff have been trained in the use of computers. There is an inbuilt mechanism to check the work efficiency of the non-teaching staff. The Principal, the Vice Principal and the Dean sit as a committee to evaluate the performance and work efficiency of non-teaching staff. The college has an internal audit system. It conducts a number of

professional development programmes for its non-teaching staff. This is conducted on a regular basis. A number of welfare programmes are available in the college. Loans are made available to the staff from co-operative societies. There is a grievance redressal mechanism which tries to resolve problems faced by teachers and students through open discussion. The college administration works with transparency and mutual understanding. Decentralized management is in practice. It also makes available loan facilities to employees from nationalized banks. The college organizes two or more meetings of its former-students each year. This provides a forum for common discussion besides sustaining the relationship of former students, with the present generation of teachers and students. Many former students continue their contact with the college.

The democratic and transparent style of management has helped to ensure the cooperation and good will of all concerned in the day-to-day work of the college. The academic and administrative planning move parallelly with the increasing needs and requirements of higher education. The college has evinced keen interest in making management fruitful.

Criterion-VII: Healthy Practices

The Peer Team has identified a number of commendable healthy practices. Some of the important healthy practices noticed are:

- 1) The college has adopted a mechanism of internal quality checks by conducting TQM programmes followed by appraisal mechanisms. It has a fully trained TQM Facilitator who gives leadership to quality management in higher education at the state level.
- 2) It adopts the most recent managerial concepts like teamwork, participatory management, collective decision-making, and decentralization of academic decision-making. All these are effectively used.
- 3) It has introduced career-oriented, self-funded courses in a number of new areas, utilizing mostly the facilities developed for teaching conventional areas.
- 4) It has taken steps to collaborate with universities, industries and research organizations in different parts of the country.
- 5) It inculcates a civic sense among students by involving them in social work through the NSS. The NSS unit of the college pursues a number of worthwhile socially relevant, community-oriented projects, thereby making students active participants in extension activities.
- 6) It organizes a number of new programmes for all-round development of student personality through personality development programmes.

- 7) It has taken special efforts to promote many new skills by conducting programmes for students such as computer training, group activities and special orientation programmes of the NSS, NCC, etc.
- 8) Sincere efforts are being made to improve communication skills.
- 9) The ability for team work is developed among students by organizing special seminars and cultural activities, and sports and games where students are assigned the entire responsibilities for their working.
- 10) The college takes special interest to impart value-based education, which has contributed to the high degree of discipline that prevails on the campus.
- 11) The working style of units like the Rotract develops among students a willingness for, and ability to, undertake social service in a big way. It has succeeded in achieving many difficult targets like the construction of the safe drinking water tank, organisation of large-scale blood donation camps, which prove that it is possible to develop social values through activities like the above.
- 12) Students have developed materials for instruction. The Departments of Zoology and Botany have done this in a big way.
- 13) The labelling of trees on the campus is a worthwhile exercise for emulation by other institutions.
- 14) The dynamic old students' association which functions as part of the institution, takes active interest in the day-to-day functioning of the college.

The college has adopted a number of healthy practices which add to the quality of its educational services.

Section-3: Overall Analysis

St.Philomena's College is an excellent institution of higher education which combines several progressive features in providing its educational services to the people. It has a long tradition of dedicated service made possible by the examples set by pioneering leaders of the past which has been continued by like - minded service groups of new leaders. The Peer Team is happy that it has been able to locate an institution which could be described as an "island of excellence" in the ocean of ordinary institutions. It excels in all the dimensions of institutional performance. It has been blessed with efficient leaders at both the Management and institutional levels. The Management has succeeded in creating a vast infrastructure for the working of an ideal institution of higher education. The old building, and its premises, have been preserved most adequately, and maintained in a very effective working order. The Principal

and the staff seem to have developed a unique participatory style of working. Teachers are all committed in their work. All the basic infrastructure needed for providing quality higher education has been made available. The institution was developed with the idea of educating the weaker sections of the society and liberating them through education. It has achieved this aim.

The past students of the college include top academics, lawyers, scientists, senior professionals, and administrators. Two former Vice Chancellors were old students of this college. The college claims eminent scientists of the level of Dr. U.R. Rao as former members of faculty. The large attendance of alumni at the meeting with the Peer Team is further proof of the acknowledgement of the efficient performance of the college by them as well as the general public. Parents too had a very high estimate of the working of the institution. During the visit, the Peer Team could note a number of features in the programme of the college, which deserve special mention. They are listed below as “Commendations” in addition to what the Peer Team has noted under healthy practices. The only negative aspect, which the Peer Team noticed, was that most teachers have not taken research seriously. It also felt that there are a number of minor inadequacies, which need to be corrected and some areas, which need improvement. They are listed as “Recommendations”.

Commendations

- * The college has been maintaining a consistently high pass percentage.
- * Good investment has been made in the development of infrastructure.
- * The support given to teachers by the Management to acquire higher qualifications and to participate in seminars/conferences, etc is commendable
- * The introduction of the self-appraisal method used by the college and student evaluation of teachers is a worthwhile feature
- * The college has encouraged sports activities giving them the same importance as academic work.
- * Participation of NSS volunteers in various community-oriented activities has certainly helped them to develop a considerable degree of civic consciousness.
- * The efforts made by the college in promoting all-round development of the personality of learners and maintaining good discipline in the campus are yet another worthwhile feature.
- * The style of functioning of social service units like the Rrotract with the ability to aspire for large-scale development schemes is commendable.

- * A website presents day-to-day developments to parents and the general public and the feedback obtained is used for improving the college.
- * The presence of the effective TQM Cell which makes the college 'quality conscious' is appreciated.
- * A fully equipped gymnasium with the latest equipment is a welcome addition to infrastructure.

Recommendations

- * The institutional strategies used need improvement when viewed from the point of view of modern educational practice. There should be greater use of learner-centered teaching methods and strategies which would make the learning process more interactive. Modern systems now use student-centred strategies like downloading latest information from overseas web sites and using it in group excises. Such strategies need to be adopted in a big way.
- * Efforts are to be initiated to start more PG programmes, using distance education or other methods.
- * Teachers need to be motivated to take up research projects from different funding agencies. Attempts to attract funds for promoting research should be made a major plank in formulating the policies for the working of the college.
- * All teachers may be encouraged to acquire M.Phil either as full-time students or as distance education students. The college has to develop a new research culture and a better research orientation. A separate committee may be constituted for the purpose.
- * More teachers should attend seminars and conferences to get a better exposure to new areas of knowledge, and be encouraged, to publish research papers. All teachers should be able to publish 3-6 research papers each year. Small projects may be allocated to students
- * Efforts are to be initiated to develop more academic linkages with research centres in other parts of the world and within the country.
- * Colloboration with industry, business firms, mass media etc are to be strengthened.
- * A long-term perspective plan may be made and implemented on a time bound basis.
- * The college may seek autonomy.

The Peer Team expresses its appreciation of the hospitality and courtesy extended to them during their stay in the campus by members of the Governing Council of the college, staff and students. It would like to express its sincere thanks to the Principal, his colleagues, students and others for the cooperation extended to them during their visit to the college. The Team hopes the college would organize its developmental programmes with the objective of becoming a world-class institution and earn the status of a 'Deemed to be University' in the next 5-10 years.

22. St. Xavier's Institute of Education Mumbai, Maharashtra (Assessment Report for Institutional Accreditation)

Section-I: Preface

St. Xavier's Institute of Education (SXIE, hereafter) was established fifty years ago, in June 1953, as a Christian college by the Jesuit Mumbai Province of the Society of Jesus with Fr. Angel Sologran as the founder Principal. It was granted permanent affiliation to the then University of Bombay in 1957 and sanctioned an intake of only 50 students. SXIE is one of the oldest, aided religious minority, grant-in-aid institutions of Mumbai. It celebrated its fifty years of service to the people of Mumbai and Maharashtra last year. SXIE stands for academic excellence and promotes character formation based on the ideals of love of God and service to humanity. The SXIE was approved by the University Grants Commission under Section 2(f) and 12B of the UGC Act for receiving financial assistance as certified by the University of Bombay. The National Council for Teacher Education gave provisional recognition in 1999 to the SXIE B.Ed programme for the session 1999-2000 and later on permanent recognition in 2000. At present, the SXIE also offers a one-year programme of ECCE and admits 50 students. Located in the heart of the commercial area of South Mumbai, it functions from a five-storey building, mainly from the third and the fourth floors and partly from the ground and the mezzanine floors.

SXIE has a faculty of ten in addition to the Principal. Of these, three are M.Phils and consequently exempted from UGC NET/SET. The Principal has Ph. D. in Education. One faculty member, despite six years of experience at SXIE, continues to be on *ad hoc* appointment, because she is yet to qualify herself for UGC NET/SET. All other faculty members are exempted from or have cleared UGC NET/SET (N = 5). Three faculty members and the Librarian are in the Selection Grade while one faculty is in the Senior Lecturer's Grade. All teachers except one have academic and professional qualifications as prescribed by the NCTE and UGC. Many teachers continue to serve the college for long periods and the total service of teachers ranges from 2 years to 17. A senior faculty member superannuated last year on completion of 31 years of service, has been retained on *ad hoc* basis. There are 10 non-teaching staff including 1 technical staff and 6 peons. During the current session, i.e. 2003-04, the SXIE admitted 100 students (F=81, M=19); of these 69 (F=60, M=9) are from Mumbai, 18 (F=10, M=8) are from other districts of Maharashtra and 13 (F=11, & M=2) are from other states of India. 37 students (F=31, M=6) have more than the minimum eligibility qualification prescribed by the University of Mumbai. The drop-out rate during the last two sessions (2001-03) is 1%. Of the 99 students who appeared for the university exams of 2001-02, 93.93% passed; of these 15% were placed in the first division. In 2002-03, 99 students appeared for the university exams and 87.87% qualified; of these 13.79% (N = 12) were placed in the

first division. One of the SXIE students secured the first rank in the B.Ed. exams (2002-03) of the University of Mumbai and was awarded two gold medals. SXIE received a grant of Rs. 4,50,33 from the UGC under IX Five Year Plan; it spent Rs. 1,00,138/- on books and journals, Rs. 3,33,070 on equipment and the rest on PTAC. During the current session, it received a grant of Rs. 7,01,704 from the UGC, given to old colleges of repute. Out of this it spent Rs. 84,827 on books and journals and Rs. 6,16,877 on equipment. During November 2003 SXIE was allocated Rs. 4,85,520 under X Five Year Plan of which one lakh only was released (vide UGC letter No.5-35/03 (WRO) dated 10th November 2003). SXIE received a further financial grant of Rs. 45,000 from the UGC for organizing a national seminar. The unit cost of SXIE B.Ed. programme is above Rs. 40,000 which makes its programme considerably costly, but prized and prestigious. SXIE follows the annual temporal plan for its B.Ed. programme. It has most of the support services that any well-established teacher education institution should have. However, space constraint and lack of demand has prevented it from providing outdoor sports facilities, staff quarters, hostels and a vehicle parking shed. During 50 years of its existence, SXIE has established and nurtured enduring collaboration/networkings with many institutions such as, Times Foundation, Lions Club, NCERT; SXIE Management runs four centres/programmes in addition to the B.Ed. programme. It generates its funds through grant – in – aid, fees, the UGC grants and its self-financing courses.

SXIE submitted its Self-study Report (SSR) to the National Assessment and Accreditation Council (NAAC), Bangalore in November 2003 for its institutional assessment and accreditation. The NAAC constituted the three-member Peer Team comprising Prof. R.S. Khan, former Vice Chairperson, National Council for Teacher Education and currently a professor with Jamia Millia Islamia, New Delhi as Chairman – Coordinator, and Prof. V.K. Sabharwal, former Dean and Head, Education, University of Delhi and Prof. T.K.S Lakshmi, Dean, Education, Banasthali Vidyapith, Rajasthan, as members for on-site validation of SXIE SSR.

The Peer Team visited SXIE on March 15 and 16, 2004. It analyzed the SSR. During the two days the Peer Team reviewed various units and support services. It also scrutinized the documents made available. Besides, the Peer Team interacted with various stakeholder groups viz; the Management, the faculty, students, alumni, parents and non-teaching staff. It also visited two schools where SXIE conducts its practice teaching programme. On the basis of the information made available and the inputs generated through interaction with various stakeholder groups, the Peer Team assessed the performance of SXIE in terms of its strengths and areas of concern. Criterion-wise analysis of the strengths and areas of concern of SXIE is given in Section II while overall analysis and suggestions for further improvement are given in Section III.

Section II: Criterion-wise Analysis

Criterion I: Curricular Design and Planning

The SXIE selected its students for the current academic session (2003-04) on the basis of their performance in the entrance test and interview, their academic record and proficiency in English. From the next academic session, there is going to be a state level common entrance test. However SXIE is yet to decide which one of the three available options it would use for admitting its students. The last academic session had 294 working days and 180 teaching days; of these 23 days were devoted to pre-practice preparation and 58 to school – based whole class teaching. These are according to NCTE norms. During the session 2003-04, as on March 16, 2004, the teaching staff of SXIE have worked for 204 days and the non-teaching staff 223 days. 65 days were spent on practising. Over the years, SXIE has identified 42 schools for its practice-teaching programme. Of these 30 (10 on each day) are used for practice teaching programme every year. Each student teaches 30 lessons under practice teaching. SXIE does not assess students after admission for determining their entry behaviour. However, it uses some useful strategies for challenging its advanced learners to work ahead of others.

The SXIE faculty plan their instructional programme in advance. They maintain diaries which reflect the kinds of instructional inputs they wish to provide to their students. These reveal that a variety of instructional inputs such as discussions, brainstorming, power point presentations and use of visual support material are used by SXIE faculty. Staff meetings are periodically held to discuss academic and administrative issues for taking appropriate decisions. However, development of course outlines needs better attention. Syllabi of the University of Mumbai are unitized. One faculty member is also on the University of Board of Studies in Education. Students have flexibility within the B.Ed. programme especially in the choice of optional second subjects. The mission and goals of the college are adequately reflected through its co-curricular activities, community service and outreach programmes. However, a formal monitoring and assessment mechanism for assessing how far the mission and goals have been achieved is yet to be adopted; but the Management and the Principal are aware of the need. With the kind of rapport and goodwill the college enjoys with its practice teaching schools, the programme could become more rigorous if a formal feedback on the B.Ed. programme is obtained from Heads of these schools and other academic peers. On the whole, SXIE has developed a strong network of activities with schools and community. The B.Ed. programme is yet to address new aspects in teacher education like learner-centered pedagogy and inclusive education. One orientation programme on the latter was attended by the faculty last year.

The college follows a regular time schedule which provides scope for a wide variety of activities. It also maintains good liaison with NGOs and organizes camps which sensitize students to field realities and also help them develop relevant competencies and attitudes.

Criterion 2: Curriculum Transaction and Evaluation

SXIE develops its calendar every year and provides a copy to each student through its handbook and syllabus. It uses a variety of techniques including mentoring to promote interactive teaching-learning. Faculty and students develop and use various instructional and other support materials including computer software. Preparation of instructional materials in SXIE is adequate, varied and of good quality. Each school group of trainees presents three teaching aids to the school at the end of the practice teaching concerned. Preparation for practice-teaching focusses on pedagogic content analysis while lesson planning is based on an integrated pedagogical model, which is personalized, learner-active and derived from the characteristics of Jesuit education. For practice teaching, groups of 7-8 students are sent to different schools. Each group is allotted two schools in order to provide a variety of school teaching experience. SXIE has initiated measures to promote reflection on teaching by students but these need to be evaluated, improved and strengthened. The faculty appraises students of the university evaluation scheme and methods during the orientation programme in June every year. Students carry out small projects on classroom instruction and also for understanding certain other aspects of teacher education. They also voluntarily participate in the Nehru Science Centre workshops. They are provided hands-on experience in the preparation of instructional support and instructional materials. Records reveal that every student performs eleven psychological experiments and maintains a Psychology Journal. However, the prescribed tests are quite out-dated and more recent tests have not been included. This has to be taken up with the university. Both teachers and students use computers adequately. There appears to be an imbalance in the emphasis given to theory and practice components in the B.Ed. curriculum. The SSR shows that the total time spent on practice teaching and related activities is 58 days out of the total 180 instructional days. Ample time is devoted to other activities which are worthwhile but they reduce the quantum of instructional input. Several activities are carried out 'after college hours' as the time is not adequate. A proper balance in allocation of available instructional time across various activities can make the programme more balanced and perhaps more efficient.

SXIE encourages its faculty members to participate in a variety of seminars, conferences and workshops both local, and national. Some of its faculty have participated in international academic events too. Faculty self-appraisal is done twice a year. Besides, student appraisal of faculty performance is carried out using the Teacher Appraisal Questionnaire and is based on three criteria viz; teaching, lesson coaching and lesson supervision. Faculty development activities are encouraged as a means of updating their knowledge and skills. Two members of the faculty including the Principal have earned professional recognition from various quarters for their expert services and contribution.

SXIE has evolved the practice of self-appraisal by faculty and appraisal by students. This helps in updating their classroom teaching through feedback. Value education is offered with a three-pronged

strategy through value-based morning assembly, integrated pedagogical model and co-curricular activities, and it works quite well. It promotes all round development of learners through inputs related to cognitive, affective and conative development. While the college has an effective programme for developing 'learning to learn', 'communication skills', 'use of IT' and 'learning to work together as well as independently', it needs to formulate a clear policy and strategies for developing student competencies and skills for the use of learner-centered pedagogy and inclusive education. It has been following a comprehensive approach in transacting theory papers, project work, practice teaching skills and internal evaluation according to university-approved scheme.

Criterion 3: Research, Development and Extension

SXIE has a Research Committee headed by the Principal. There are three research guides approved by the university attached to SXIE of whom the Principal is one. The institution provides all facilities for promoting faculty research but, none except the Principal has obtained a Ph.D. At present two faculty members are working on their doctoral research. Faculty are encouraged to publish. They have collectively published 35 papers and articles. The Principal and four other faculty members are members of various academic and non-academic bodies. The Principal has received four awards from different bodies for her academic contribution and achievements during the last three years. Faculty provide consultancy services to institutions and individuals. A faculty member looks after extension services, which are quite varied. It organizes rural camps as well as outreach programmes. It has set up several community work centres. Besides, it organizes many short-duration programmes such as Diploma in ECCE, and Teacher Enrichment Certificate Course, Bridge courses for B.Ed. and M.Ed. students, Discipline Management and Team Building programmes. The course has collaboration with a number of NGOs. It has developed a variety of instructional materials including self-instructional materials. The activities show a healthy vibrancy which is appreciated.

Criterion 4: Infrastructure and Learning Resources

The five-storeyed building accommodates the college, St. Xavier's Boys' Academy and the residence of the Management. The auditorium is on the ground floor, the computer centre is on the mezzanine and the SXIE proper functions on the third and the fourth floors. The resources of the computer centre are shared with St.Xavier's' Boys' Academy. Besides the multipurpose hall on the ground floor, the institution has three Methods classrooms, psychology, ET, language, science and social science labs, a mini gymnasium and a small canteen common to both SXIE and the school. There is a separate room for SUPW/work experience activities though it is inadequate. However, activities are carried out effectively by making use of the common hall. SXIE has separate common rooms for boys and girls. The library is on the fourth floor while the Principal's room and the administrative office are located on the third

floor. Maintenance of the infrastructure is looked after by support staff. The institution has two guest rooms also on the fourth floor. It allows other institutions to use its infrastructure mainly for academic activities. On the whole, SXIE campus is well-maintained and has a welcome dash of greenery.

The library is managed by a four-member Library Advisory Committee. The total library stock as on 10.2.2004 is 18216 titles, the book-bank has 324 volumes. The Librarian is qualified and on the roll of SXIE. The library stock is in open-shelves. Issue and return of books are based on the Browne system. A student can get three books issued in one's name; textbooks are checked out for two days and general books for seven days. In addition, they can get four books/magazines issued on their identity-card for the same date. Up to six books have been issued to 54 students under the Book Bank Scheme during the current session. Orientation to library is given to students in groups of thirty each.

DDC based catalogues – (author, subject and title-wise) are maintained for easy access to library stock. Computerization of the stock is in progress through Libsuite, a programme developed by Soft-Aid of Pune. Thirty-three per cent of the library stock has been posted on the computer. The library collection in various teaching subjects should be further enriched. A random check revealed only 28 titles in the shelves on teaching English as a second language.

The library subscribes to twenty journals; of these eight are educational. The library resources are shared with schools and alumni. There are several titles in the reference section including a few on educational researches. Reading room has a seating capacity for 50 students. The library is open between 0915 hrs and 1740 hrs Monday through Saturday. During the Ninth Five Year Plan, a sum of Rs. one lakh was spent on the purchase of books. The library grant for the Tenth Five Year Plan is Rs. 69,360/- out of which Rs. 13,872 have been spent so far.

SXIE has a total of 31 computers, mostly fitted with Pentium IV processors; of these one is in the Principal's Office, two in the Administrative Office, one in the library, four in language lab and one in the multipurpose hall; 24-hour internet facility is available in the Principal's office, the library, the language lab and the computer centre. The computers are used for academic as well as administrative work. They are maintained by CELSOFT, an external agency, through AMCs. The labs are not only well equipped but also put to good use. SXIE has off-line teaching-learning resources as well. These comprise audio-video cassettes (N=67) slides and CD-ROMs (N=65). The institution has a good stock of electronic equipment including an LCD projector, and a Sony hand video camera. The labs as well as three Methods classrooms and the main lecture hall are well furnished. SXIE faculty have 10 cubicles to sit, to work in and to relax. The institution has an arrangement with a local medico who visits as and when necessary. It has adequate facilities for indoor games and basketball. It holds its annual sports day every year; the last one was held on January 16, 2004.

Criterion 5: Student Support and Progression

On the average about 96% of SXIE students who qualify for the degree of B.Ed. take up employment while the rest progress to higher studies. This is natural because qualified teachers from SXIE are in demand from all quarters. SXIE has a well established alumni association; which was set up in the fifties and was later revived in 1994. The alumni association has 80 life members and 100 annual members. Some of its alumni have occupied high positions: one was the Vice-Chancellor of the University of Mumbai twice for two terms, another is the CEO of the Tata Educational Endowment for Higher Studies; yet another is the Secretary, All India Jesuit Education Association. The alumni are conscious of the positive impact that SXIE has made on them even after several years. They are fairly regular in attending alumni association meetings and college functions. Some parents expressed great satisfaction with the desirable changes in their children the education offered here has brought about.

The institution publishes its prospectus every year; the application form for admission to the B.Ed. programme is given along with the prospectus. SXIE informs its prospective students about B.Ed. admissions through national dailies and notices put up on its notice board. A few students from reserved categories, usually join the course. In 2001-02, it admitted 3 SC and 5 ST students. These students get scholarships from the Government of Maharashtra. The institute offers one merit scholarship of Rs. 10,000/- and one merit-cum-means scholarship of Rs. 1,000/- from two donor agencies. During 2001 – 02, two students received these scholarships, last year no one got it and during the current session no student was found suitable for any scholarship. SXIE students get counselling services through a counsellor from XCELL. Faculty provide academic and personal guidance and counselling to students. The institution arranges extramural talks on career counselling and informally assists them in securing suitable placement. Campus interviews were arranged for student placement in March last year. There is an elected Students' Association, which organizes activities related to Science Method Club, Yoga Club, Eco Club and Women Cell. It has a well-articulated programme of student participation in various competitions and workshops.

Criterion 6: Organisation and Management

As stipulated by the University of Mumbai, SXIE has a ten member Local Management Committee that ensures internal coordination and monitoring of institutional functioning. SXIE got itself evaluated through L.R. Associates, an external agency, in 2001. The building got a face lift through renovations made in 2002-2003. The Management appointed an administrator in 1986-87 to look after the management and organization of the institution. During the early 90s this was discontinued.

SXIE develops its academic calendar which needs to be better formalized. Faculty recruitment is according to the procedure laid down by the University of Mumbai. The institution engages guest faculty

whenever needed and their honorarium is paid by the Management. It arranged computer training on MS Office for its non-teaching staff in 1998 and organized courses in English speaking, and office etiquette for Class IV employees during May 2003. The current tuition fees as prescribed by University of Mumbai for grant-in-aid colleges are Rs. 10,500 plus Rs.840/- as other charges. Till 2001-02, these were Rs.8000 (+700) and in 2002-03, these were raised to Rs. 10,000 (+840). The institution had a deficit budget during the last three years primarily because of non-receipt of non-salary grant. Only during this session (i.e. 2003-04), an additional fee of Rs. 3,900/- was provisionally charged to partially meet its deficit. SXIE has a number of welfare programmes for its students. It advances need-based interest free loans to staff from the Staff Welfare Fund. It has evolved a democratic mechanism for redress of grievances. Since SXIE is a grant-in-aid institution, it does not have to maintain any endowment or reserve fund. It conducts SWOT analysis at the end of every session and organizes strategic planning meetings for improving the institution and its programmes. SXIE does not have any twinning or student programme; however its faculty participate in workshops organized by national agencies in teacher education.

Section III: Overall Analysis and Suggestions for Further Improvement

SXIE is a distinguished teacher education institution of Mumbai. A strongly supportive and educationally oriented Management, a confident, achievement-oriented Principal committed to promoting faculty research, availability of adequate infrastructure, a well-knit and qualified faculty with strong institutional affiliations who function as a team supportive of each other, excellence-oriented institutional practices and traditions, silent but strongly supportive non-teaching staff, and very favourable employment opportunities for its students – these are the major assets of SXIE that make it a top-run institution. SXIE has done well so far and the Peer Team hopes that in future it will strive for and attain its mission of shaping excellent, confident, creative, competent and committed teachers who are willing to sustain the onerous task of educating everyone especially the down-trodden, the neglected and the rejected.

SXIE has already launched itself on the journey of quality improvement because it functions as a teacher resource centre and is committed to community service. Its rural camps, an essential component of its B.Ed. programme, have a strong transforming impact on its students. The Peer Team feels that SXIE can play a strong lead role in future, scale greater heights and emerge as a premiere teacher education institution in the country. It is against this perspective the Team suggests the following measures for future development.

SXIE needs to support and promote the professional development of its faculty to enable them to work for their Ph.D. in Teacher Education. Most faculty members have many more years to serve before they retire. A faculty that values research and professional development is best suited to create a culture of research and professional development in a teacher education institution. The first steps in this regard have already been taken by the Principal but a lot more needs to be done in this area.

Learner-centred pedagogy and inclusive education are two areas in which SXIE faculty can make a commendable contribution. SXIE now needs to plan how competencies and skills related to these priority areas can be developed among students through its B.Ed. programme. With the lead role played by SXIE in this context, the institution can serve as a resource centre for providing in-service related inputs to faculty members of other teacher education institutions in this metropolis and the state of Maharashtra.

It is now widely accepted that functional partnerships between schools and teacher education institutions can play a keyrole in improving the quality of teacher education especially in teaching practice., SXIE may invite school teachers and Principals, especially those where its practice teaching programme is organized, and secure feedback on its programmes and study how it can be improved further;

SXIE has a well-stocked library and an energetic Librarian who promotes readership among students and faculty. However, the Principal and the Management may treat further enrichment of the library especially the sections on pedagogy as a priority area during the next three years. Use of library resources by students and faculty may be improved if the faculty led by example.

SXIE faculty may debate what should go into the SXIE academic calendar and in what respects it should differ from its present 'calendar' or a calendar of activities and events and develop an academic calendar that reflects the mission and goals of SXIE, the course content, strategies adopted, co curricular activities and other learning experiences instrumental in realising programme objectives and also the SXIE mission. Likewise, the faculty may evolve a format for teacher's diaries and internship journals so that they work as powerful propellers for promoting the professional development of faculty and self-reflection among students. The effect of the changes may be assessed every year and these instruments (viz; teacher's diaries and internship journal) be refined and the results shared with the teacher educator fraternity through publications. This would be a singular contribution that SXIE is eminently qualified to make.

SXIE may consider how the duration of internship can be increased and how simulated lessons can be replaced with stimulating whole-class teaching. The university syllabi prescribe the minimum; and old reputed institutions like SXIE can always evolve and offer an enriched teacher education programme based on their unique vision and philosophy;

The Integrated Pedagogical Model (IPM) evolved over years by SXIE may be assessed in terms of its effects and relevance in the contemporary changing socio-economic contexts; with these research inputs it may share the updated IPM with other TEIs; this singular service to teacher education in India can be effectively performed by such unique agencies as the SXIE.

SXIE has most of the inputs that are needed for internal quality assurance. It may deliberate upon and set up a formal Internal Quality Assurance Cell in order to consolidate and reinforce its current

practices and promote new initiatives in future and disseminate and share these with other teacher education institutions in Mumbai.

The Peer Team appreciates and puts on record its gratitude for the ready cooperation it received from all quarters during its on-site validation visit. It wishes SXIE the very best in its endeavours to attain its laudable mission and goals and it hopes that the institution will not only attain its mission and goals but play its destined lead role in the world of teacher education in the State of Maharashtra and India.

Annexure**Colleges Accredited by NAAC - A⁺ Grade**
(as on November 4th 2004)

1.	A.S. College, Khanna	A ⁺
2.	Auxilium College, Gandhi Nagar, Vellore	A ⁺
3.	BBK DAV College for Women Amritsar	A ⁺
4.	Doaba College, Jalandhar	A ⁺
5.	Dr. Ambedkar College, Deekshabhoomi, Nagpur	A ⁺
6.	Smt. Surajba College of Education, Mumbai	A ⁺
7.	Government Mohindra College, Patiala	A ⁺
8.	Govt. M.K.B. Arts and Commerce Autonomous College for women, Jabalpur	A ⁺
9.	Hans Raj Mahila Maha Vidyalaya, Jalandhar	A ⁺
10.	ILS Law College, Pune	A ⁺
11.	Kanya Maha Vidyalaya, Jalandhar	A ⁺
12.	Lyallpur Khalsa College, Jalandhar	A ⁺
13.	Lyallpur Khalsa College for Women, Jalandhar	A ⁺
14.	Madras Christian College, (Autonomous), Tambaram	A ⁺
15.	Marathwada College of Education, Aurangabad	A ⁺
16.	Bombay Teachers' Training College, Mumbai	A ⁺
17.	Padmashri Vikhe Patil (p.v.p.) College of Arts, Science & Commerce, Pravaranagar	A ⁺
18.	Seva Sadan's College of Education, Ulhasnagar, Thane	A ⁺
19.	S.P. Mandali's R.A. Podar College of Commerce and Economics, Matunga, Mumbai	A ⁺
20.	Sohan Lal DAV College of Education, Ambala	A ⁺
21.	St.Philomena's Arts, Science and Commerce College, Mysore	A ⁺
22.	St. Xavier's Institute of Education, Mumbai	A ⁺

For Communication with NAAC

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