

Peer Team Report

on

Institutional Re-Accreditation

of

**L.S. Raheja College Arts & Commerce,
Santa Cruz (West), Mumbai,MS**

**Dates of Visit
1st & 2nd August 2011**



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

PEER TEAM REPORT ON
Institutional Re-Accreditation of
Sadhana Education Society's,
L.S. Raheja College of Arts & Commerce,
Santa Cruz (West), Mumbai, MS

Section I: GENERAL INFORMATION

1.1 Name & Address of the Institution:	Sadhana Education Society's L.S. Raheja College of Arts & Commerce, Santa Cruz (West), Mumbai 400 054.		
1.2 Year of Establishment:	20-06-1980		
1.3 Current Academic Activities at the Institution (Numbers):			
• Faculties/ Schools:	2: Arts, Commerce		
• Departments/ Centres:	21: Arts 9 + Commerce 11 + BSCIT-1		
• Programmes/ Courses offered:	11: Certificate, B.A., B. Com, BMS, BMM, BAF, BBI, BSc IT, BFM, M. Com, PhD		
• Permanent Faculty Members:	Male 9 + Female 13 = 22 (sanctioned 26)		
• Permanent Support Staff:	Male 24 + Female 08 = 32 (sanctioned 29)		
• Students:		Men	Women Total
	UG	1196	1175 2371
	PG	0071	0080 0151
	PhD	0001	0000 0001
	Total	1268	1255 2523
1.4 Three major features in the institutional Context (As perceived by the Peer Team):	<ul style="list-style-type: none"> • A Gujarati Linguistic Minority Institution with 2f & 12B recognition • A healthy mix of grant-in-aid and self-funded courses. • Nature friendly campus with academic ambiance 		
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	1-2 August, 2011		
1.6 Composition of the Peer Team which undertook the on- site visit:			
Chairperson	Prof. A.N Basu, Former VC, Jadavpur University, Kolkata.		
Member-Coordinator	Prof. T.N Mathur, Professor, Dept of Economics, Administration & Financial Management, University of Rajasthan, Jaipur.		
Member	Fr. Francis Parmar, SJ, Former Principal, St. Xavier's College, Ahmedabad; Presently Principal, St. Xavier's College, Patna		
NAAC Officer:	Dr. Sujata P. Shanbhag, Assistant Advisor, NAAC.		

Subas

Section II: CRITERION WISE ANALYSIS

2.1 Curricular Aspects:	
2.1.1 Curricular Design & Development:	<ul style="list-style-type: none"> Clearly stated, publicized, value-based vision-mission. The affiliating Mumbai University designs and develops the curricula. Three members are in BoS of parent University, one of them also a member in the Faculty of Arts, others in different capacities help design, develop curricula. Need further enhancement of ICT integration.
2.1.2 Academic Flexibility:	<ul style="list-style-type: none"> One certificate, five UG and one PG programme introduced in the last 5 years Offer healthy mix of three basic degree courses with six job-oriented courses in self-finance mode, ranged from certificate to PhD. Elective options available.
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> Questionnaire to obtain feedback from Students. Feedback from academic peers, employers and industry yet to be systematized.
2.1.4 Curriculum Update	<ul style="list-style-type: none"> Syllabus updated by the parent University. Relevant local, national and international topics added. Faculty involved in curriculum update. Core values instilled through additional courses like Foundation Courses, Environmental Studies. University has introduced topics to cater to emerging national, global trends. College has introduced job-oriented, self-financed courses that cater to changing needs.
2.1.5 Best Practices in Curricular Aspects (If any):	<ul style="list-style-type: none"> Large number of faculty members involved in curriculum update in various capacities at the University.

2.2 Teaching-Learning & Evaluation:	
2.2.1 Admission Process and Student Profile	<ul style="list-style-type: none"> • Publicity given through Website and Prospectus. Finds unnecessary to advertise in media, since well-known. • Admissions based on marks obtained in the qualifying examinations. Good demand and so cut-off higher than just minimum pass marks, • Fifty percent seats reserved for Gujarati linguistic minority community. Besides, the institutions follows the Govt. reservation policy.
2.2.2 Catering to Diverse Needs:	<ul style="list-style-type: none"> • Test knowledge after fifteen days to find slow/advance learners. Orientation for slow learners, imparting language skills to those from vernacular medium. Advanced learners given advanced tasks such as presentations, project work, guided reading. Differently-abled given special assistance. • Tutorial classes for some subjects are conducted. • Informal mentoring system exists.
2.2.3 Teaching-Learning Process:	<ul style="list-style-type: none"> • Individual teaching plan prepared. Review meetings held. Extra classes if fall behind. Student-centric, participative learning methods such as presentations, discussions, question-answers, field trips, AV Aids, plays, seminars made use of. • Books, Journals, Departmental libraries, Internet, AV Room with multimedia projector, portable LCD, OHP, TV to keep pace with recent developments. Staff evaluation by students utilized for improvement of quality. • Evaluation of teachers by students through questionnaire undertaken and analysed.
2.2.4 Teacher Quality:	<ul style="list-style-type: none"> • Eight teachers with Ph.D, 14 with M.Phil and 13% cleared NET/SLET exam. • Two faculty development programmes other than mandatory Orientation, Refresher Courses • Self-funded, job-oriented courses managed by qualified faculty.

<p>2.2.5 Evaluation Process and Reforms:</p>	<ul style="list-style-type: none"> • Evaluation methods communicated through Prospectus, oral information around Orientation, Examination time. • Assignments, Class Tests to monitor progress. Some departments inform parents of poor performers. • The institution follows University system of grievance redress regarding evaluation.
<p>2.2.6 Best Practices in Teaching-Learning and Evaluation (If any):</p>	<ul style="list-style-type: none"> • Best Reader Award established for student who accesses and reads the most number of books. Students encouraged to write book reviews, film reviews. • Book Exhibitions and sales organized.

<p>2.3 Research, Consultancy & Extension:</p>	
<p>2.3.1 Promotion of Research:</p>	<ul style="list-style-type: none"> • Research committee established. Library, Internet, Research Journals made available for research. • Provision for Project work for students to encourage spirit of research, however, no students engaged in research work at present. • Grants generated through UGC, Parent University for research up to some extent.
<p>2.3.2 Research and Publications Output:</p>	<ul style="list-style-type: none"> • Three Recognized guides with five PhD awarded under the guidance of one of them. • Commerce department recognized research centre. Four Minor Research Projects sponsored by the parent University in last five years. One Major Research Project and two FIP of UGC. • In the last five years, publication of research papers by two faculty, three textbooks by two faculty, course material for Distance Education by six faculty. One creative writer's lyrics released in CD format.
<p>2.3.3 Consultancy:</p>	<ul style="list-style-type: none"> • Some attempts at free of charge consultancy initiated. One member helped establish counseling centre elsewhere.

2.3.4 Extension Activities:	<ul style="list-style-type: none"> • Usual extension Activities undertaken through two units of NSS. No special extension activities utilizing own expertise. • Fund drives in neighbourhood on occasions like Flag-Day and given to the needy. Help police in traffic control during Ganesh festival. • One student declared best NSS volunteer in 2008.
2.3.5 Collaborations:	<ul style="list-style-type: none"> • Some collaboration with Rotaract Club, a couple of other NGOs, local police for extension activities. • Informal collaboration for extension activities. Yet to sign any MoU for collaboration with neighbourhood industry, NGOs.
2.3.6 Best Practices in Research, Consultancy & Extension (If any):	<ul style="list-style-type: none"> • In-house research journal launched to encourage research. • College premises, canteen thrown open to affected people during deluge of 2005.

2.4 Infrastructure and Learning Resources:

2.4.1 Physical Facilities for Learning:	<ul style="list-style-type: none"> • Adequate physical facilities for learning - built up area of 11,414.2 sq. mts, central library, a Computer Lab, small AC Auditorium for 150, an AC staff common room. • Rs. 92,60,774 spent in the last 5 years for augmentation of infra-structure. • High density on the same campus, with degree college, junior college and a number of other courses, lead to over burdening the existing infra-structure. • Yet to provide special facilities for differently-abled students, such as ramps, special toilets.
2.4.2 Maintenance of Infrastructure:	<ul style="list-style-type: none"> • Rs. 7.7 lakhs allocated for maintenance of infrastructure. • Maintenance work done through outsourcing as well as through staff appointed for the purpose.
2.4.3 Library as a Learning Resources	<ul style="list-style-type: none"> • The library has totally 30,107 Volumes and 25 journals. 645 CDs/DVDs available in the library. Book bank with 3611 volumes. • Partially automated library..

	<p>Reprography, free internet, UGC sponsored Network Resource Centre made available in the library.</p> <ul style="list-style-type: none"> • Yet to provide Braille material.
2.4.4 ICT as Learning Resources:	<ul style="list-style-type: none"> • One computer lab with 60 terminals. Totally 99 terminals on campus. Ten LCD projectors, 4 printers. Internet Connectivity on 77 terminals. • In the last academic year, Rs. 3.7 lakhs budgeted for augmentation of computers, of which 1.92 lakhs spent for augmentation and maintenance. Two technicians employed for maintenance. • Facilities like laptop, LCD projectors, printers, scanners provided to faculty to prepare computer-aided teaching material.
2.4.5 Other Facilities:	<ul style="list-style-type: none"> • Health Centre, facilities for indoor games, Gym, Canteen, parking lot provided. Grounds hired for outdoor games like football, cricket.
2.4.6 Best Practices in the development of Infrastructure and Learning Resources (If any):	<ul style="list-style-type: none"> • Best User Award for students for library use.

2.5 Student Support and Progression:

2.5.1 Student Progression:	<ul style="list-style-type: none"> • Almost all the students from the same state. A few from other states. • Consistently good Pass-percentage at UG with some 1st classes and distinctions. One rank-holder in the past 5 batches. • Campus recruitment organized. • Extremely low intake of students from various reserved categories.
2.5.2 Student Support:	<ul style="list-style-type: none"> • Updated Prospectus published annually. A few departmental level short-term certificate courses conducted. • Various Govt financial aids disbursed. A small number of prizes (twenty) instituted. Occasion financial help from staff. • Academic Counselling, Grievance Redress Cell, Women's Cell constituted.
2.5.3 Student Activities:	<ul style="list-style-type: none"> • Alumni Association registered in 2006. 4/12 office-bearers are alumni.

	<p>No regular activities, fund raising to help college. A couple of managers, a CA, a TV actress, a couple of them in academics among twenty-two listed alumni.</p> <ul style="list-style-type: none"> • Student magazine, Wall Papers, Sports encouraged. Some participation in sports and cultural activities up to intercollegiate level. In last three years, 3 students won at intercollegiate cultural events, one in athletics, one played basketball at the intercollegiate level. • Students' Council established. • Yet to establish mechanism to get feedback from stakeholders other than students.
2.5.4 Best Practices in Student Support and Progression (If any):	<ul style="list-style-type: none"> • Not reported any that fall under this criterion.

2.6 Governance and Leadership:

2.6.1 Institutional Vision and Leadership:	<ul style="list-style-type: none"> • Clearly stated vision-mission. Job-oriented, self-financed courses started to realize the vision. • Number of committees to decentralize administration. • Participatory approach adopted.
2.6.2 Organizational Arrangements:	<ul style="list-style-type: none"> • Statutory Bodies for planning, Committees used for implementation. • Meetings held. Management has a occasion to meet the staff twice a year at the time of LMC meeting. Formal meetings with staff yet to organize. • IQAC formed and regular AQAR submitted to NAAC.
2.6.3 Strategy Development and Deployment:	<ul style="list-style-type: none"> • Institutional Plan made. Yet to make perspective plan and follow it up. • Aims & Objectives publicized through Website, Prospectus, notice boards. • Committees to plan implementation of routine activities. • Formats for getting feedback. Yet to have MIS in place, analyse data, follow up past students, organize fund drives.
2.6.4 Human Resource Management:	<ul style="list-style-type: none"> • Some effort at self-appraisal. Questionnaire used for evaluation by students.

	<ul style="list-style-type: none"> • Loans through the employees' own Credit Cooperative Society by way of welfare measures. Welfare measures mainly for grant-in-aid staff from the Govt. • Lack of staff made up with appointment by management. Same demands from these appointees, but on clock-hour-basis (CHB). • Faculty given leave, encourage utilizing UGC, parent University schemes for Professional development. UGC Schemes underutilized.
2.6.5 Financial Management and Resource Mobilization:	<ul style="list-style-type: none"> • Resource mobilization through self-funded courses, grants from UGC and the State Govt. Yet to generate funds from other sources. • Computerization of financial system limited to computerization of accounts of self-financed courses. • Internal & external financial audit undertaken.
2.6.6 Best Practices in Governance and Leadership (If any):	<ul style="list-style-type: none"> • Efforts to help Gujarati linguistic minority students, especially the poor.

2.7 Innovative Practices:

2.7.1 Internal Quality Assurance System:	<ul style="list-style-type: none"> • IQAC, other committees, departmental associations formed. Academic and administrative audit by external and internal agencies undertaken. Annual IQAC reports submitted to NAAC. • Participation in seminars, Minor Research Projects sponsored by parent University, presenting papers for maintaining and improving teacher quality. • Internal tests to check quality of teaching-learning. Parents of irregular students called and their problems discussed. Students with maximum attendance given certificates. • System to collect feedback from students established.
2.7.2 Inclusive Practices:	<ul style="list-style-type: none"> • Reservation Policy implemented. However, very few takers. • No Ramp, special toilets, lift for

	<p>differently-abled persons. No Braille material, no Audio Cassettes for the visually challenged.</p> <ul style="list-style-type: none"> • Book-bank for needy students. • Women's Cell established but yet to provide gender sensitizing activities for boys and male staff.
2.7.3 Stakeholder Relationships:	<ul style="list-style-type: none"> • Student feedback, Grievance Redressal Cell help to know student satisfaction level. • Alumni association formed in 2006. College yet to receive assistance from it. • Some wider public concerns such as assistance during disasters, global warming taken care of by NSS. Some relevant issues addressed in seminars.

Section III: OVERALL ANALYSIS

3.1 Institutional Strengths:	<ul style="list-style-type: none"> • Good location and sufficient infrastructure with modern technology conducive to academics. • Diversity in programmes. Some relevant, job-oriented courses under self-financed mode. • Some decentralization at the level of execution through sharing responsibilities through committees. • Good number of faculty with Ph.D, one engaged in Major Research Project of UGC and a small number engaged in research through Minor Research Projects funded by Parent University, presentation, publication of research papers.
3.2 Institutional Weaknesses:	<ul style="list-style-type: none"> • Minority institution, but hardly any special programmes for the linguistic minority. • Running all the self-financed courses with temporary faculty. • Research activities limited to few. UGC schemes underutilized. • Limited library facility shared with Junior College. • Negligible number of reserved category students seek admission in the college.
3.3 Institutional Opportunities:	<ul style="list-style-type: none"> • Contributing to equitable and inclusive development in the context of globalization.

	<ul style="list-style-type: none">• Getting support from well-placed Gujarati Minority persons from across the world for this worthy cause.• Having better system of keeping in touch with alumni and getting their assistance.• Widening of research base of departments, keeping local needs in mind.• Making the institution more attractive to various dispossessed, neighbourhood groups.• Helping students to get jobs in this financial capital of India.
1.4 Institutional Challenges:	<ul style="list-style-type: none">• To ensure that Junior College, UG, PG on same campus does not overcrowd facilities.• Ensuring that progress of self-funded, job-oriented courses does not lead to neglect of Arts and Commerce Courses, especially at the UG level.• Providing quality education with competitive edge• More research based teaching and outcome based extension and follow up work.• Undertaking interdisciplinary teaching with hands-on experience and project work that is beneficent to all concerned.

Arbani

Section IV: Recommendations for Quality Enhancement of the Institution

- Strengthen the functioning of IQAC as per NAAC norms.
- Augment infrastructure to avoid over-crowding of facilities. Provide bigger auditorium for larger number of students to attend common functions. Provide ramps, special toilets for differently-abled persons.
- Work out collaborations with many more premier institutions and industry in the vicinity.
- Establish more systematic feedback with formats to get feedback from stakeholders, other than students. Undertake systematic analysis, follow up action, Action-taken Report.
- Make efforts to bring in inter-disciplinary, multi-disciplinary approach in teaching various papers.
- Find causes for very low intake of students from the reserved categories and remedy the same.
- Ensure that many more faculty members present papers at national and international level conferences, publish research papers in refereed, academic journals, undertake Minor Research Projects sponsored by UGC and other national level bodies. All permanent faculty members may complete PhD by the time of next re-accreditation - in short, establish research culture.
- Acquire many more books for the library, ensure preservation of back volumes of journals, provide Braille and audio material for visually challenged students.
- Undertake financial drives to generate fund to establish scholarships for needy students as well as to put the college on sound financial footing. Increase spending on academic activities especially research activities.
- Ensure professional development/on-going training for administrative and maintenance staff.
- Make concerted efforts to establish useful overseas' programmes.
- Initiate better data-keeping system especially with regard to student progression.
- Make concerted efforts to establish NCC unit. Encourage students to participate in it.

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

MS Madlan 2-8-2011

DR. (Ms) M. B. MADLANI

PRINCIPAL
Signature of the Head of the Institution
Sadhana Education Society's

L.S. RAHEJA COLLEGE OF ARTS & COMM.

Seal of the Institution
Juhu Road, Santa Cruz (W),
Mumbai-400 054.



Signatures of the Peer Team Members:

Name and Designation		Signature with date
Prof. A.N Basu.	Chairperson	<i>AN Basu</i> 2.08.2011
Prof. T.N Mathur	Member-Coordinator	<i>T.N Mathur</i> 2/8/11
Fr. Francis Parmar, SJ	Member	<i>FF Parmar</i> 2/8/11
Dr. Sujata P. Shanbhag, Assistant Advisor, NAAC.	NAAC Officer	

L.S Raheja College of Arts & Commerce, Mumbai

2 August, 2011