



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

Accreditation - (Cycle - 2)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SHRI P.K. CHAUDHARI MAHILA ARTS COLLEGE**

**Gandhinagar
Gujarat
382007**

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

Section I: GENERAL INFORMATION

1.Name & Address of the institution:	SHRI P.K. CHAUDHARI MAHILA ARTS COLLEGE Gandhinagar Gujarat 382007	
2.Year of Establishment	1994	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	5	
Programmes/Course offered:	7	
Permanent Faculty Members:	13	
Permanent Support Staff:	5	
Students:	1107	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"> 1. • College with a good public profile, started by a philanthropic and proactive management to provide higher education to women from rural-poor families. 2. • Committed faculty and students striving to improve the quality of life in the institution and also creating an ambiance promoting the development of a holistic personality in students. 3. • Consciously working towards building and maintaining an environment friendly campus, providing a safe living-learning-working environment for students & staff. 	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 26-03-2019 To : 27-03-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RAMESH CHANDRA PANDA	Vice Chancellor(in-charge),MAHARSHI PANINI SANSKRIT EVAM VEDIC VISHWAVIDYALAYA
Member Co-ordinator:	DR. INDIRA RAMA RAO	FormerProfessor,UNIVERSITY OF MYSORE
Member:	DR. JAGMEET MADAN MADAN	Principal,SIR VITHALDAS THACKERSEY COLLEGE OF HOME SCIENCE AUTONOMOUS
NAAC Co - ordinator:	Dr. A.V. Prasad	

Section II: CRITERION WISE ANALYSIS

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The College, an affiliated institution follows the curriculum designed by the affiliating university. Three members of the staff are on university Boards of Studies. Though located in an urban area, the College mainly caters to first generation learners. An academic calendar is prepared at the beginning of the academic year and the teaching methodology to be adopted for reaching out to students is also outlined. Teaching methodology includes a combination of class room lectures, interactive sessions and out-door activities. Thrust is also given to social service and cultural activities. Six certificate courses aimed at building job oriented skills have been started by the College during the last five years.

A conscious effort is made to integrate cross cutting themes related to gender, environment and sustainability issues into the curriculum. These themes are included in courses in the humanities stream. An effort is made to build environmental consciousness in students by introducing them to such themes as climate change, environmental pollution and clean environment. Environmental consciousness is being created through co-curricular activities, invited lectures and campus cleaning programmes organized through NSS, NCC and other units in the College. Energy requirements are met through solar panels, rain water harvesting and LED bulbs.

Feedback is received from students about teachers and analysed. The outcomes of the feedback are shared with teachers by the Principal and IQAC Coordinator. A system to obtain parent & teacher feedback is worked out, but yet to be operationalised.

Curriculum has to be updated and made relevant to the contemporary needs of the concerned discipline and society. The faculty must reach out to discipline specific associations for networking and updating their knowledge.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

Student enrolment has varied from year to year. From 2016-2017 to 2017-18 there has been an increase. About 60 per cent total number of seats sanctioned for the College is filled up. Admission is centralised and handled by the Gujarat University which is the affiliating university.

Since the College has hostel facility students from across socio-economic strata seek admission. The student group includes a large number of women both from economically vulnerable groups and urban based families. While slow learners are given special attention through remedial classes in English language speaking and writing, grammar, vocabulary and related skills, advanced learners are given upgraded learning modules through the Department of English. The Department of Gujarati also engages students in exercises in acclimatizing students in developing Gujarati language skills. Audio-visual modes of communication are used to cultivate language skills. Since the campus is Wi-Fi enabled students have access to e-material. The Language Lab with computers further enables students and faculty to use electronic modes of teaching-learning.

An MCQ is given to students after the completion of each topic in the course curriculum. Students are encouraged to use Question Banks to facilitate problem solving and participate in workshops and other interactive programmes that enhance their learning abilities. Wi-Fi enabled College Library which provides computer access is used by students and faculty to

capacities. Participation in sports and cultural activities is encouraged both by generating interest through audio-visual and organization of actual events. Students are encouraged to use computer based methods to create interest in learning. In class room teaching, study tours, film shows, special lectures by experts in various fields are some of the methods used to make the teaching-learning process interesting to students and teachers.

All the sanctioned posts of teachers are filled up. There has been a slow rise in the number of teachers trying to enhance their academic qualification from year to year. Of the 13 teachers 8 have Ph.D, 01 has an M. Phil degree and 04 are pursuing Ph.D. College encourages teachers to attend refresher courses and participate in academic enrichment programmes.

The College takes responsibility for 30 percent of the evaluation only. An Examination Committee takes care of the rest of the process. Students are informed about the internal examination one month in advance and results are notified at the appropriate time and space. There is a grievance redressal mechanism in place. Re-tests are conducted for those who cannot appear for internal tests for a genuine reason. There is also a system of continuous assessment in place and teachers engage students through examination, quiz, question-answer sessions, class assignments and guide students to perform effectively in the examination.

It is intended to equip students with language abilities and enhance their understanding of the world around them. This is stated as the Programme Objective. As for the Course Outcome, it is stated that they are posted in the College Website but it is not clearly stated how the PO and CO are measured. More concrete and specific parameters are to be identified for measuring the learning outcomes.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	Collaboration

Qualitative analysis of Criterion 3

The Management constantly supports teachers by giving them leave and travel grants for attending seminars and workshops. A few departments of the College have been organizing workshops and seminars in their subject areas and encouraging teachers to write and present papers. Teachers are also participating in academic enrichment activities.

During the last 5 years two minor research projects were sanctioned by UGC. Research output of faculty needs to be strengthened.

Four (04) teachers are recognized as Research Guides.

In the last 5 years 58 papers are published by teachers in different departments. But there is no consistency in the number of papers published during different years. Publications in accredited and peer reviewed journals must be strengthened. In 2013-14 and 2016-17 17 books/book chapters are published. There was no record of publication during 2017-18. In 2014-15 one award in each year has been received.

The College lays thrust on extension activities such as distribution of books and food items for children in slums, organization of camps as part of Swachh Bharat mission and health camps, Environmental awareness camps, visits to institutions for disabled, home for the elderly are arranged to create a sense of social awareness. The College has adopted a nearby village. The NSS Unit conducts regular programmes and special camps with a special focus on anti-tobacco drive and non-vegetarian education.

The College has collaborations with only two organizations. It should make efforts for building linkages with various professional bodies to enhance teacher and student capacities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The College is a Grant-in-aid institution and has 10 class rooms equipped with all the basic facilities, Language Lab with 25 computers and a workstation, Women's Common room and a staff room. 04 class rooms have been equipped with LCD projectors, Wi-Fi connectivity and computers. The physical facilities include R.O water plant, student washrooms on every floor and separate washrooms for teachers and ramps for the disabled. There is also a well furnished open auditorium.

The Home Science laboratory needs refurbishment on the infrastructure and layout. There is a need to add equipment like industrial ovens and other gadgets needed to train the students in Bakery Course for skill development.

The College has a hostel with 90 rooms fitted with LED bulbs and solar heaters. Canteen provides subsidised food. The College has CCTV cameras and has taken many steps to ensure safety and security of the students. The College has both indoor and outdoor sports facility. Uniforms and sports equipment are provided for sports persons. There is also a separate space for practicing for cultural events. Musical instruments are provided by the College.

The College has a fully automated library with 2 computers and separate spaces for students and teachers. The Library uses an Integrated Library Management System soft ware (SOUL version 2). The Library has a collection of some rare books.

The College has a total of 40 computers. Staff room and individual departments are also provided with computers. The computer-student ratio is around 1: 50.

Computers are under an annual maintenance system and the physical infrastructure of the College is maintained by funds given by the Akhil Anjana Kelavani Mandal, which is the Governing Body of the College.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

Most of the scholarships are given by the government. However, the management also supports students who are in need of help. Since the university of Gujarat does not permit elections to student bodies there is no formal student council. The students are, however actively involved in the management of the cultural, sports and other activities. Student participation in sports needs special mention. They have participated in university, state, national and international level competitions and won prizes. There is a commitment from the faculty to facilitate regular training and practice sessions for students in morning hours.. The management and teachers are very supportive of student activities in academic, cultural and sports fields.

Since the college offers post graduate programmes in English and Gujarati only, at least 40 to 50 percent students who passed the UG course progress into the PG programme. However, those interested in other subjects have to go to other towns and cities. Given the fact that a large number of students come from rural areas and low income groups, The College could open a few other PG courses after assessing the demand. The College has a registered Alumni Association which meets twice a year to facilitate the engagement of present students with the alumni.

The College organizes students support activities such as expert lectures on AIDS awareness, trafficking prevention rallies and health awareness camps. It has a secure and well equipped hostel with a very well maintained kitchen and dining hall where staple food is served to all students. The hostel leads to an underground reading room with a central AC facility where students can study up to 12 PM. There is an attendant librarian who remains in the premises till the reading room in the use.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The college has a philanthropic management which is focus on providing opportunities for women students from rural and marginalized groups to pursue higher education. The fees structure is student supportive and affordable. With the support of the Management, the College offers short term skill development programmes at easily affordable rates providing students opportunities for income generation. The Management had made plans for future growth but has not yet developed a vision document. A perspective plan for 20 years outlining short term, midterm and long term goals can be developed to give a direction to future development activities.

The College has various committees such as College Women Development Committee, Cultural Committee, Anti-Raging Cell, Swayam Academy which work toward achieving specific objectives. Minutes of the meetings of the committees need to be formalized, have a structured agenda and also followed by an action taken report. The college has adequate faculty empowerment strategies which can further be strengthened by encouraging the faculty to establish network and linkages with professional bodies.

The institution conducts internal and external audits regularly and has effective strategies to mobilize funds which are given as generous donations by the members of the Managing body. There is optimal utilization of resources for the welfare of the students and staff and there is a sense of satisfaction among different stakeholders.

The IQAC cell is in place with members both from the faculty and students. It needs to be further built as per the NAAC norms and regular meetings must be held with the participation of the full committee at least twice a year with agenda, minutes of the meeting and action planed and implemented. The IQAC cell priorities can be aligned with the AQAR reports.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> • Students, staff using <ol style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The institution shows gender sensitivity in relation to safety and security of students and in providing them opportunities for all round development. A major percentage of the students stay in hostel and are bound by norms which favour adequate security and safety. There is a facility for open spaces for students and a common room. The College has recently initiated a medical check up facility with the in-house doctor available for 2 hours daily in the evening. The services of an in-house counsellor for students may also be provided.

Facilities for waste disposal are satisfactory. The campus has a provision for rain water harvesting and use of solar panels for conservation of energy. It has an inclusive approach towards disabled children. The campus is open with trees and plants and is maintained well.

One of the best practices of the institution is safe, secure and clean hostel premises for students from rural area with an access to a huge reading room till mid night to facilitate to students learning. The second best practice of the institution is organizing annual three day sports event for disabled children. It has initiated job oriented skill development programmes to create income generation opportunities for students.

The institution has a distinctive vision, priority and thrust to favour inclusive approach of education and holistic development of girls especially from rural areas.

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

Strength

Strengths

1. Philanthropic and proactive management.
2. Inclusive approach toward women students from rural areas.
3. Thrust on overall personality development of students with a special focus on training and participation in sports and cultural activities.
4. Skill based value added programs for promoting vocational development.
5. Open spaces with facilities for outdoor and indoor sports.
6. Committed faculty with concern for student well being and holistic development of their personality.
7. Effective linkages with stakeholders and positive public profile.

Weakness

1. College lacks formal linkages with professional organizations in line with the subjects offered.
2. Laboratory infrastructure and learning resources need to be upgraded.
3. Need to strengthen Choice Based Credit System.
4. There is a lack of structured appraisal mechanisms for quality up gradation.

Opportunities

1. Strengthening the overall development of students from rural areas.
2. Initiation of programs in line with the needs and priority areas of the rural population in the vicinity.
3. Explore possibilities to undertake innovative incubation centres for entrepreneurship developmental program.
4. The IQAC cell to be more organized and proactive in planning strategies to strengthen the institution.

Challenges

1. Equipping students from economically vulnerable sections to face the demands of a changing academic culture.
2. Limited faculty mobility enabling interaction between teachers from different regions due to restrictions on re-appointments.
3. Using technology enabled teaching methodology in the teaching -learning process.
4. Initiating post graduate and research based program.

Section IV: Recommendations for Quality Enhancement of the Institution

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

- Initiation of academic programs in line with the needs and priority areas of rural population in the vicinity. Start PG course in Home science
- Explore possibilities to undertake innovative entrepreneurship opportunities through robust skill based programs.
- 3. Faculty of Home science discipline to take membership of professional associations to facilitate networking and capacity building.
- Upgradation of laboratories with latest equipment and learning resources.
- Structured format to be developed for obtaining feedback for students, faculty, parents and alumni.
- Introduce Skill development programmes of longer duration with formal certification from Universities and other professional bodies.
- Strengthen the research culture in the College by supporting faculty research projects on issues of local relevance.
- Engage the services of a full time student counsellor.
- Start a fully equipped gymnasium with a focus on the specific needs of sports activities in which students have a potential and engage the services of a consultant nutritionist.
- Establish a cell for coaching for competitive examinations.

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

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. RAMESH CHANDRA PANDA	Chairperson	
2	DR. INDIRA RAMA RAO	Member Co-ordinator	
3	DR. JAGMEET MADAN MADAN	Member	
4	Dr. A.V. Prasad	NAAC Co - ordinator	

Place

Date

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