Peer Team Report
on
Institutional Re-accreditation
of

Sheth Tribhovandas Jamnadas Education Society's
Sheth Nanjibhai Khimjibhai Thakkar Thanawala
College of Commerce and
Sheth Jayantilal Tribhovandas Thanawala College of Arts

Thane (West), Maharashtra 400 601

VISIT DATES

January 6-8, 2011

National Assessment & Accreditation Council
(An autonomous Institution of the University Grants Commission)
P.O. Box 1075, Nagarbhavi,
Bangalore - 560 072

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SHETH N.K.T.T. COLLEGE OF COMMERCE &
SHETH J.T.T. COLLEGE OF ARTS,
THANE (W) – 400 601, MAHARASHTRA

Section I : GENERAL INFORMATION	
1.1 Name and Address of the Institution:	**Sheth T.J. Education Society's Sheth Nanjibhai Khimjibhai Thakkar Thanawala College of Commerce and Sheth Jayantilal Tribhovandas Thanawala College of Arts, Thane (W) – 400 601, Maharashtra**
1.2 Year of Establishment :	16th August, 1990
1.3 Current Academic Activities at the Institution (Numbers) :	
• Faculties/Schools:	Three – Commerce, Arts & Science
• Departments/Centres:	**Grant-in-aid : 8** (Accountancy, Commerce, Economics, English, Geography, Mathematics & Statistics, Psychology and Sociology) **Self -financing : 2** (Management Studies, Information Technology)
• Programmes/Courses offered:	UG : 04, PG : 01
• Permanent Faculty Members:	22 (Grant-in-aid : 22)
• Permanent Support Staff:	19
• Students:	2165 **(Grant-in-aid 1802, Self Financing 363)**
1.4 Three Major Features in the Institutional Context (As perceived by the Peer Team):	• A grant-in-aid as well as a self- financing co-education college affiliated to the University of Mumbai. • A Gujarati Linguistic Minority college offering four UG and one PG course at an affordable cost. • An urban college catering mainly to disadvantaged women students of Thane and its neighbourhood.
1.5 Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	January 6-8, 2011

1.6	Composition of the Peer Team which undertook the on-site visit:	
Chairperson:		**Prof. Arunoday Saha** Vice-Chancellor, Tripura University Agartala – 799 130 Tripura State
Member Coordinator:		**Prof. N. V. Narsimham** Former Director, School of Management Studies Indira Gandhi National Open University New Delhi – 110 068
Member:		**Prof. K. Rama Mohan** Retd. Principal, Government City College Hyderabad – 500 007 Andhra Pradesh
NAAC Officer:		**Dr. Sujata P. Shanbhag** Assistant Adviser NAAC, Bangalore

Section II : CRITERION-WISE ANALYSIS

2.1 Curricular Aspects:

2.1.1 Curricular Design & Development:	• Vision and mission of the college clearly stated. • College caters to the educational needs of girls (above 50%), linguistic (Gujarati) minority and disadvantaged categories of students. • The stakeholders are made aware of the vision and mission statements of the institute during different meetings. • The affiliating University of Mumbai develops and designs the curriculum so the College has limited scope in this regard.
2.1.2 Academic Flexibility:	• The College offers 4 UG and 1 PG programmes in Arts, Commerce and Science. Students have no flexibility to move from one programme to the another.

	• Flexibility in choosing elective options. • 2 UG and 1 PG programmes offered under self – financing scheme. • Being study centre for distance learning programmes of YCMO University, Nasik and University of Mumbai, students have opportunity to pursue more course simultaneously.
2.1.3 Feedback on Curriculum:	• The feedback on curriculum is analyzed by teachers and communicated to the University in different meetings. • Feedback mechanism from different stakeholders is taken . However, it needs to be more systematised.
2.1.4 Curriculum Update:	• The affiliating university revises the curriculum in every 3 to 5 years and the College implements the same immediately. • Curricula bear a thrust on national development. • Skill based and value based papers are introduced as prescribed by the University.
2.1.5 Best Practices in Curricular Aspects (If any):	• Offering self-financing courses at an affordable cost. • Study centre for distance learning programmes of YCMO University, Nasik and University of Mumbai. • Some of the faculty are the members of sub-committee of BoS for revision of curriculum. • Some of the faculty attended the workshops for the revision of curriculum.

2.2 Teaching Learning & Evaluation:	
2.2.1 Admission Process and Student Profile:	• Admission process is given wide publicity through prospectus, institutional website, local cable network, hoardings, institutional notice board, handbills, etc. • Transparent admission process on merit cum reservation basis.

	• The College ensures equity and access by admitting disadvantaged categories such as girls, minority communities and lower income strata.
2.2.2 Catering to the Diverse Needs:	• Slow and advanced learners are categorized according to the performance in the first term-end examinations and class tests. • Remedial coaching to slow learners and special guidance to advanced learners is done and to be strengthened.
2.2.3 Teaching-Learning Process:	• Annual teaching plans are prepared at the beginning of the academic year and recorded in the Annual Planner supplied to each teacher. • Teaching-learning process is predominantly lecture based. Seminars, workshops, guest lectures, project works, Educational tours, industrial visits, group discussions etc., organized whenever necessary and required. • ICT enabled teaching to be enhanced.
2.2.4 Teacher Quality:	• The College recruits teachers following the University of Mumbai and State Government norms as well as UGC guidelines. • Out of 22 permanent teachers, 05 have Ph.D degree, 04 have M.Phil degree and 03 passed UGC NET / SLET. • Teachers update their knowledge by attending seminars, workshops, orientation and refresher courses.
2.2.5 Evaluation Process and Reforms:	• Continuous evaluation as well term-end examinations exists as per the University norms. The evaluation methods are communicated to students through prospectus and during introductory lectures. • Provision for verification of marks, revaluation and photocopies of evaluated answer books.
2.2.6 Best Practices in Teaching Learning and Evaluation (If any):	• Student attendance maintained by obtaining student signature during every session.

2.3 Research, Consultancy & Extension:	
2.3.1 Promotion of Research:	• Duty leave and partial funding to teachers participating in seminars/ conferences. • Constituted Research Committee to promote research. • The College should extends support and make provision of funds in its annual budget for research activities.
2.3.2 Research and Publication Output:	• Few teachers published text books/papers and presented papers in national conferences organized locally and one international conference. • Study material prepared by the faculty for IDOL, University of Mumbai. • 04 faculty pursuing research leading to Ph.D. degree. • Two ongoing minor research projects with total budget of Rs.29,000/.
2.3.3 Consultancy:	• Consultancy work to be initiated.
2.3.4 Extension Activities:	• Extension activities promoted actively through NSS, Department of Lifelong Learning and Extension (DLLE), Health Services & Welfare Schemes, Women Development Cell. • Working in association with Rotary Club, Lions Club, local NGOs and Industry for extension activity.
2.3.5 Collaborations:	• Collaborative linkages with national level institutions / Industry needs to be established.
2.3.6 Best Practices in Research, Consultancy and Extension (If any):	• Starting 'Snehankit' centre to involve students for supporting visually challenged students. • One faculty is actively involved in helping socially disadvantaged class of people in slum areas. • Nature Club is established for the students to address environmental issues.

2.4 Infrastructure and Learning Resources:	
2.4.1 Physical Facilities for Learning:	- The campus area of 1.05 acres with built up area of 5580 Sq.Mtrs. There are 23 class rooms, computer centre with 22 computers, learning resource centre with 130 seating. - The college augmented academic facilities to keep pace with its academic growth. - Facilities are utilised for conducting contact classes for distance learning programmes of YCMO University, Nasik, University of Mumbai and CA CPT orientation lectures.
2.4.2 Maintenance of Infrastructure:	- Funds in Annual budget for maintenance of buildings Rs.10.5 lakhs, for computers Rs.0.7 lakhs and for furniture & equipments Rs. 0.15 lakhs. - Optimal utilization of budget allocated for different activities. - AMC for maintenance of computers, and services of out side agencies as and when required for maintenance of buildings and equipment.
2.4.3 Library as a Learning Resource:	- Fully automated library with open access, book bank, broadband internet connection and reprography. - Library connected to LAN to central computer laboratory. - Total 14758 books, subscription to 17 magazines, 49 Indian Journals and 3 Foreign Journals. - Separate reading room in the library for the students, advanced learners and slow learners. - Library Advisory Committee meets periodically to look after over all functioning. - Research Niche with computer and internet facility in library for staff.

2.4.4 ICT as Learning Resources:	- College web site www.nktdegreecollege.org upgraded regularly. 39 computers, 4 laptops, 9 printers, 2 OHPs and 4 LCD projectors available. - Access to computers and internet facility to teachers for preparing teaching material. - Facility of computer and internet to the students for preparing projects.
2.4.5 Other Facilities:	- Conference room with multi-media facility, 1000 seating auditorium, small play ground, office rooms, common staff room, common rooms for girls and boys, canteen, parking facilities, purified drinking water available. - Audio-visual room for workshop and seminars.
2.4.6 Best Practices in the Development of Infrastructure and Learning Resources (If any):	- Book bank facility to advanced learners. - Library remains open for extra time during examination and even on public holidays.

2.5 Student Support and Progression:

2.5.1 Student Progression:	- Negligible drop out rate. - Good pass percentage above University average. - Approximately 30% of the students go for higher education.
2.5.2 Student Support:	- Publishes prospectus regularly with all the required information to the students. - Scholarships and freeships from State Government and other philanthropic organisations to the tune of Rs.17.56 lakhs to 349 students in 2009-10. - Internal academic and personal counselling. 'Grievance Redressal Cell' and 'Guidance & Counselling Centre' to be activated. 'Women Development Cell' exists. - Substantial support extended by Alumni.

2.5.3 Student Activities:	- Alumni Association initiated. Alumni occupy prominent positions in the society. - Students are encouraged to participate in extra-curricular and co-curricular activities. - Students' Council exists. Provision for representation of students on academic bodies. - College magazine 'Dnyansagar' published every year.
2.5.4 Best Practices in Student Support and Progression (If any):	- Introduction of 'Earn While You Learn Scheme' in the library. - Financial assistance by staff to the deserving poor students. - Payment of fees through instalment by the needy students.
2.6 Governance and Leadership:	
2.6.1 Institutional Vision and Leadership:	- Vision, mission and goals of the institution are in tune with the objectives of higher education. - Committed and supportive management. - Democratic leadership and participative style of management by the Head of the Institution.
2.6.2 Organizational Arrangements:	- Overall management of the college lies with Sheth T.J. Education Society and day-to-day functioning is monitored by the Principal with the help of staff through committees. 'Grievance Redressal Cell' and 'Women Development Cell' be strengthened.
2.6.3 Strategy Development and Deployment:	- Academic calendar prepared at the beginning of the academic year. - Activities are monitored and coordinated at different levels through committees.. - MIS to select, collect and integrate data from stake holders to be further strengthened.
2.6.4 Human Resource Management:	For appointment of staff, the Institute adheres to recruitment norms and

	guidelines laid down by UGC, State Government and the affiliating university.
	• Given training to non teaching staff in computer skills.
	• Teaching staff are encouraged to participate in faculty development programmes.
2.6.5 Financial Management and Resource Mobilization:	• Adequate budget to cover the day-to-day expenditure. Major sources of income include Salary Grant from Maharashtra State Government and Students Fee.
	• Financial system computerized. Annual internal audit by an independent auditor regularly and periodical external audit by the Maharashtra State Government agency.
	• Donations from students not accepted. Resource mobilisation through self–financing courses and distance learning programmes of other institutions.
2.6.6 Best Practices in Governance and Leadership (If any):	• Not accepting donations from students.
	• Institution of 'Best Student' awards in various aspects.
	• 'Best Reader' award given by the institution.
	• Faculty donate books to the library on their birthday.

2.7 Innovative Practices:

2.7.1 Internal Quality Assurance Systems:	• Regular interaction of Internal Quality Assurance Cell with stake holders.
	• Planning and implementation of different programmes for quality improvement.
2.7.2 Inclusive Practices:	• The institution follows state government reservation policies for recruitment of staff from disadvantaged communities.
	• Mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections.
	• Various scholarships of government and other philanthropic organisations

	available to the disadvantaged sections of the students. • No gender bias. Above 50% of the staff and students are women.
2.7.3 Stakeholder Relationships:	• Efforts being made to involve the stakeholders in planning and evaluation of academic programmes. • Social responsibilities and citizenship roles are promoted among students by organising extension activities. • Good reputation of the Institute among stake holder.

Section III : OVERALL ANALYSIS

3.1 Institutional Strengths:	• Good patronage of students, 2165 students in just 4 UG and 1 PG Programmes. • Good academic and administrative ambience. • Initiatives to improve infra-structure. • Committed institutional leadership and motivated staff. • Centrally located in Thane and close proximity to Mumbai
3.2 Institutional Weaknesses:	• Inadequate collaborative activity in teaching and research. • Limited scope for sports activities. • Limited career guidance and skill development programmes for students. • Inadequate innovations in teaching methods and ICT applications. • Limited scope for expansion of infrastructure facilities for further growth.
3.3 Institutional Opportunities:	• Opportunity to offer career oriented add-on courses (short-term certificates / diplomas) with the support of UGC. • Opportunities to organize effective placement services in view of its proximity to Mumbai city; also to establish linkages with industries.

	• Opportunity to extend computer literacy to all the students by expanding and more intensive utilization of computer centre. • Opportunity to involve Alumni in resource mobilisation to be further strengthened. • Opportunity for furtherance of ICT enabled teaching-learning process.
3.4 Institutional Challenges:	• Increase of sports and games facilities. • Competition from professional and other self financing institutions offering better campus-amenities and career focused programmes. • Preparing the students, belonging to weaker sections to face the global competition. • Establishing institution-industry linkages. • Developing communicative skills in English among the students with disadvantage.

Section IV : Recommendations for Quality Enhancement of the Institution

- Establishment of a language laboratory to improve English communication skills of all students.

- Introduce career oriented short term Diploma/Certificate courses such as Salesmanship and Marketing, Taxation Practice, Tally, Visual Communication, Event Management, Hospitality, e-commerce, etc.

- Computer literacy be imparted to all the students by intensive utilisation / expansion of computer facilities.

- Career guidance and placement services be provided by establishing linkages with industries in neighborhood.

- Use of Audio – Visual aids in class room teaching be further augmented.

- Systematize the feedback mechanism for quality enhancement.

- Experiential learning methods such as Seminars, workshops, guest lectures, project works, Educational tours, group discussions etc. should be structured.
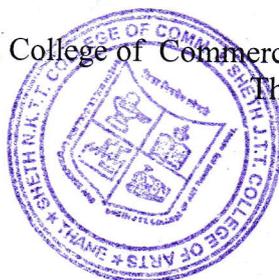
- Career guidance and coaching for competitive examinations need special attention.

- Remedial coaching and student counseling need to be formalized.

- Teachers should be encouraged to participate in seminars, conferences, refresher courses and orientation programmes out side the state for better exposure.

- Establish collaborative linkages with other institutes for teaching and research.

- Strengthen further linkage with the Alumni Association.

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

Dr. P. M. Karkhele
Principal
Sheth N.K.T.T. College of Commerce and Sheth J.T.T. College of Arts,
Thane (West) - 400 601, Maharashtra
PRINCIPAL
SHETH T.J. EDUCATION SOCIETY'S
SHETH N.K.T.T. COLLEGE OF COMMERCE &
TH J.T.T. COLLEGE OF ARTS, THANE (W)

Signatures of the Peer Team Members:

Name	Designation	Signature with date
Prof. Arunoday Saha Vice-Chancellor, Tripura University Agartala – 799 130, Tripura State	Chairperson	8.1.11
Prof. N. V. Narasimham Former Director, School of Management Studies IGNOU, **New Delhi – 110 068**	Member Coordinator	8/1/11
Prof. K. Rama Mohan Retd. Principal, Government City College Hyderabad – 500 007	Member	8.1.11
Dr. Sujata P. Shanbhag Assistant Adviser, NAAC, Bangalore	NAAC Officer	

Place : Thane
Date : January 8, 2011