INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
Dr. T. K. Tope Arts & Commerce Night College
C-34038

Mumbai
Maharashtra
400042

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:	Dr. T. K. Tope Arts & Commerce Night College Mumbai Maharashtra 400042	
2.Year of Establishment	1984	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	8	
Programmes/Course offered:	3	
Permanent Faculty Members:	9	
Permanent Support Staff:	6	
Students:	557	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The institute is recognised with 2 (f) and 12 (b) 2. The college is a night college that caters to the working population. 3. It provides opportunities to economically deprived students	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 18-07-2024 To : 19-07-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. KISHOR MAHENDRA JOSHI	Professor,Maharaja Krishnakumarsinhji Bhavnagar University
Member Co-ordinator:	DR. SUBBURAJ SRINIVASA RAGAVAN	Professor,BHARATHIDASAN UNIVERSITY
Member:	DR. AKHILESH MISHRA	Principal,Shambhu Dayal Postgraduate College Ghaziabad
NAAC Co - ordinator:	Prof. Prashant P Parhad	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices 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)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
1.4	Feedback System

Qualitative analysis of Criterion 1
The college employs a holistic approach to education at both undergraduate and postgraduate level. All the programs offered follow Choice Based Credit System. The regular curriculum and the syllabi of the courses are designed by the Mumbai University and the college strictly follows the prescribed regulation for smooth implementation as per the University guidelines. For proper implementation of the curriculum, the college at the beginning of each academic calendar prepares time table through a committee. The distribution of the workload is carried out by the respective heads of the department in consultation with the principal. Further, the teaching plans are also prepared by individual teachers for effective delivery. The issues related to gender, human values and professional ethics are addressed through guest lectures, which can be channelled in a more pragmatic manner. The college should offer value added courses that addresses the life skills. It undertakes remedial classes to enrich the students who need improvement in the subject concerned.   Nevertheless, the inter-disciplinary approach across the UG programs needs to be effectively strengthened. Besides this, the college should offer certificate/diploma courses, which can advance the skills. The measures for enrichment of the curriculum are not elaborated. The communication skills can be addressed through group discussion, seminars and tutorials. Students are also encouraged for independent as well as team learning through study tours and field visits. Expert lectures are also held by individual departments. Co-curricular and extension activities are well planned. Women's forum is active and conducts programs on women empowerment, gender & law, health care and so on. The gender equity is well maintained in the college and the grievances of the girl students is well taken up. Social responsibility in students is well invoked through NSS which is active.

	Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*
2.6.2 QlM	*Attainment of POs and COs are evaluated.* Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The admission is made through an online process and merit. It is done according to rules laid down by the university and state governments. Students in the college are admitted on merit and the institute follows the reservation policy of the State Government. All the students undergo orientation course and a bridge course. The advanced learners and slow learners are identified based on oral test based on previous course as well as intermediate marks. The college practices various student-centric methods, which include industrial visits, orientation programs, inter-college competition, role play and problem-solving methods. Interactive learning methods like blended learning are followed in curriculum delivery. Demonstration and empirical methods are used in teaching. Evaluation process framed by the affiliating University is followed by the college. Continuous evaluation and internal assessment are in practice as per the university rules. Internal assessment marks are displayed on the notice boards and the option of retest is given for improvement. Grievances of the students related to internal and external examinations received are addressed through college and university-level mechanisms. The internal examination mechanism can be made more robust. There are 05 teachers with Ph.D. degrees. Faculties should be encouraged and facilitated to pursue doctoral research. The college does not have sufficient staff. More teacher recruitment should take place. Every year the college prepares an academic calendar based on academic calendar of the affiliating university, which consists of dates of commencement of classes, holidays, duration of syllabus completion, dates of internal examinations, dates of semester end and practical examinations etc. Performance of students is not satisfactory. Appropriate efforts should be made to improve the same. The program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website. But the attainment is not shared/stated. More specific analysis needs to be done to augment teaching learning outcome.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
3.5	Collaboration

Qualitative analysis of Criterion 3
Research activities need to be encouraged in the institution. Research cell need to be established. A few teachers have published in the UGC-recognized journals besides chapters in books. Teachers with Ph.D. degrees and publications should be encouraged to become Ph.D. supervisors. None of the teachers have minor/major research projects at present. Teachers should be motivated to undertake research publications and projects. Non-Ph.D. teachers should be facilitated to enrol for Ph.D. program. Mobilization of funds for research projects from funding agencies is yet to be explored by the teachers. There is no budgetary provision for research. Financial support for attending seminars/ conferences and workshops is provided to the faculty. The faculty needs to be familiarized with intellectual property rights. Major extension activities are done through NSS. The college has an active and dedicated NSS team. The NSS programs and events are well-planned. The students are sensitized to neighbourhood community concerns related to health, hygiene, food and other societal issues. Activities such as Blood donation, plantation, environmental awareness, health checkups, village adaptation, Aids awareness and Swachcha Bharat Abhiyan are undertaken to develop a caring attitude for social issues amongst students etc. in which NSS plays a significant role. The institute also take cares of environmental and sustainability issues through less plastic use, save the water and other environmentally friendly practices. These programs have been appreciated. Although the college has conducted outreach and other extension activities in collaboration with governmental agencies, more programs can be conducted in collaboration with NGOs. The college needs to collaborate and develop linkages for faculty exchange, students exchange, internships, on-job-training and research. The college has one MOU which does not appear to be effective. More functional MOUs should be undertaken for both learning, research and extension activities.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**
4.2	Library as a Learning Resource
4.2.1 QlM	*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4
The institute is able to manage with the available infrastructure for the current programs offered. It has 0.72 acres of land with a built-up area of 6115.7 Sq. Meters. This consists of 13 classrooms, 01 Auditorium, a gym, and a Canteen. It also has a shared computer laboratory which has 22 computers. The college encourages the use of ICT teaching aids such as LCD projectors. Smart classrooms should be established to make teaching and learning effective. The infrastructure is shared with other educational institutions of the trust. The facilities for indoor are appreciable. The Gymkhana has separate space for gymnasium activities. The institute hires place for outdoor sports. The auditorium has a seating capacity of 300. The institute also has a conference room. The budget allocation for infrastructure is adequate. The library of the college is situated on the same floor of the college with separate reading rooms for students. It has reprographic as well as Wi-Fi facilities for faculty. The library is yet to be automated fully and N-List facilities are available. The collection of resources is less which needs to be improved. The library is open on Sundays and holidays during examination days in September, October, March, April and May. The computer and student ratio are low. Competitive examination-related magazines need to be augmented. The annual expenditure on books and journals should be increased. The IT infrastructure supports administrative and academic activities. The institute provides high-speed network connections at selected places. Smart boards should be made part of interactive teaching. Software packages for skill development need to be incorporated. The system for maintaining and utilizing infrastructure is well established. The campus security consists of security staff and CCTV surveillance. The library advisory committee monitors the library. The maintenance of IT equipment has been outsourced.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QlM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

Qualitative analysis of Criterion 5
The institution has an active student council. The student council is formed every year. The student council is constituted as per the guidelines provided by the university. The student council has representatives from NSS, Sports, and girl students. The student council has also representatives of students who represent cultural activities. Student council actively contributes in organization of different programmes in the institute. Student council members and class representatives look after the discipline, cleaning etc. The student council coordinates all activities of the student community through various cells. The institute in its various academic and administrative committees has student representative besides the College Development Committee. No details of rules regarding the selection of students in various committees have been displayed. The meeting of student council is convened regularly in each semester. The minutes of the meeting need to be displayed on the respective portals. The college has an informal alumni association. The association needs to be formally registered. The alumni association holds meetings biannually. The association contributes in kind. The association in its meetings deliberates about future opportunities and tries to connect with the current students. The alumni are not very active. The college needs to facilitate the association to make it functional and effective.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*
6.2	Strategy Development and Deployment
6.2.1 QlM	*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

Qualitative analysis of Criterion 6
The institute is making efforts to accomplish the Vision and Mission. The nature of governance in terms of functions of various authorities are well placed. The execution is also carried out in a pragmatic and democratic manner. The decentralized decision-making process is well practiced. Under the effective leadership of the Governing Body of the Gokhale Education Society and the Principal of the College, a plan of action is prepared in consultation with CDC and IQAC. The IQAC prepares the Academic Calendar and looks after its effective implementation. The institution functions in a decentralized manner, which is reflected in its democratic functioning. The committees include the Admission Committee, Time Table Committee, IQAC Committee, Planning Board, Examination Committee, Discipline Committee, Grievance Cell, Women Development Cell, Research Committee, Purchase Committee, NSS Committee, DLLE Committee, Sports Committee, Anti-Ragging Committee etc. The policies and plans of the college are periodically reviewed, monitored for both academic and financial aspects through appropriate channels. The Grievance Redressal Cell redresses the grievances of students, faculties and administrative staff. External audit is undertaken. The college implements an annual appraisal system to have comprehensive evaluation of faculty performance. It should also undertake appraisal system for the administrative staff. The college prepares report for ISO audit. The faculty is encouraged to take part in leadership programs and other academic enhancement activities organized by the University or the State Government and other agencies for which the college provides on-duty leave and financial assistance. The institution also ensures the welfare measures to teaching and non-teaching staff members as per the government rules. The governing body/trust may initiate new and institutional-level welfare measures for the staff. The external and internal audit is regularly undertaken. The external audit is conducted by the Office of the Joint Director, Dept of Higher Education, Mumbai Region. External audit is also conducted by the Auditor General. The activity calendar is prepared and approved by the college development committee and uploaded in the website. The institute claims to be practicing

decentralization and participative management. However, the sub-committees and cells can be more effective. The institute claims to maintain transparency in its financial, academic, administrative and auxiliary functions. The Execution of Resolutions are implemented in a fair way as it is monitored by the relevant committees. But no information is furnished on website that reflects this. College has IQAC that conduct a range of academic, co-curricular, and extracurricular events by coordinating the faculty members, students and other stakeholders. However, the role of IQAC in addressing the quality parameters as well as attaining the vision and mission of the college is not spelled out. The college has made incremental improvements. Two new certificate courses have been introduced and initiated the use of ICT in teaching-learning. The college does not receive donations but organizes seminars/workshops in collaboration and with the assistance of sponsors. The institution should mobilize resources from non-governmental agencies for other activities.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
7.1.4 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7
The college has organized many gender equity programs during the last five years. Awareness programmes for girls' students on health, legal rights, and harassment have been organized. The institute has facilities for gender sensitivity. The college has a cell for women that addresses issues related to women. The college has a separate common room for girls. The girls' common room should be equipped with necessary facilities. The male students should also be sensitised about Gender equity. The college should undertake gender audit. More programmes on women empowerment, gender sensitivity, legal awareness, women's rights and laws, crisis in safety, security and women self-defence need to be organized. CCTV Camera exists in the college. The solid waste is managed manually. Waste needs to be segregated as bio-degradable and non-biodegradable. The E-waste management policy needs to be developed. The institute has no rainwater harvesting system, which can be developed. Tree plantation is done regularly through NSS. The office of the college is partially paperless. The college is environment conscious. It has reduced the plastic use. The institute can also go for green audit. Alternative energy line solar may be implemented. The institute should instil physical facilities for differently abled persons. The college organises birth/death anniversaries of great personalities like Mahatma Gandhi, Jawaharlal Nehru, Shivaji Maharaj and national festivals. The best practices of college include: (1) Earn and Learn Scheme, (2) Certificate course in Basic English.

During the last few years college has progressed partially in physical infrastructure along with the introduction of ICT teaching learning, etc.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)
Overall Analysis

Strength:

1) The college is recognized with 2 (f) and 12 (b)

2) It caters to the need of working class wishing to seek higher education.

3) The leadership encourages faculty to excel in academic activities.

4) It provides proper education to poor and unprivileged students.

5) The college encourages students to participate in various activities.

Weaknesses:

1) The teaching faculty strength is less against the workload.

2) The college has not been able to attract extra mural projects.

3) The college has no registered alumni association.

4) It also lacks of annual appraisal mechanisms for administrative staff.

5) This institution does not offer innovative add-on courses.

Opportunities:

1) The institute can benefit from its urban location.

2)The institute has potential to initiate and introduce innovative and skill-oriented courses.

3) It can promote entrepreneurship activities.

4) It can explore collaborations with NGOs for various activities.

5) The institute can offer professional programs and postgraduate programs.

Challenges:

1) Attracting meritorious students for UG and PG programs.

2) Developing research culture amongst faculty members.

3) The employability of graduates.

| | | 4) Securing resources for growth and development. | | |
| | | 5) Expansion and upgradation physical infrastructure. | | |

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)

- Add-on and skill enhancement courses should be introduced.

- Industry, need based and job oriented UG and PG programmes be started.

- Communication skills and computer literacy among the students should be increased.

- Teachers should be encouraged to apply for research projects

- Formal feedback mechanism from all the stakeholders should be strengthened.

- The alumni association should be registered and their contribution should be enhanced.

- Hostel facilities should be provided for boys and girls students.

- The college should take measures to reduce drop-out and improve the results

- Provisions for competitive examinations should be established

- A road map for the college at the institutional level should be developed for future growth

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. KISHOR MAHENDRA JOSHI	Chairperson	
2	DR. SUBBURAJ SRINIVASA RAGAVAN	Member Co-ordinator	
3	DR. AKHILESH MISHRA	Member	
4	Prof. Prashant P Parhad	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date