



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

**Accreditation - (Cycle - 3)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
DNYANDEEP MANDAL'S ST. JOSEPH COLLEGE OF ARTS AND  
COMMERCE  
C-33564  
VIRAR  
Maharashtra  
401301**

**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:	DNYANDEEP MANDAL'S ST. JOSEPH COLLEGE OF ARTS AND COMMERCE VIRAR Maharashtra 401301	
2.Year of Establishment	1995	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	3	
Programmes/Course offered:	9	
Permanent Faculty Members:	18	
Permanent Support Staff:	9	
Students:	1329	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to students from underprivileged sections of the society 2. A sprawling campus with adequate infrastructure 3. A considerable number of girl students admitted	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 21-08-2023 To : 22-08-2023	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. CHETANKUMAR TRIVEDI	Vice Chancellor,BHAKTA KAVI NARSINH MEHTA UNIVERSITY
Member Co-ordinator:	DR. SANGEETA JAIN	Professor,DEVI AHILYA VISHWAVIDYALAYA
Member:	DR. DIPANNITA CHAKRABORTY	FormerPrincipal,BIKRAM MEMORIAL COLLEGE
NAAC Co - ordinator:	Dr. Neelesh Pandey	

## 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)

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

### Qualitative analysis of Criterion 1

The college is affiliated to the University of Mumbai, Maharashtra, and hence follows its syllabus. The institution provides 5 Undergraduate programs in Arts, Commerce and Management as well as 4 Post Graduate Programs. The Institution has implemented the Choice Based Credit System (CBCS) from the year 2016-17.

Every department prepares the academic plan according to the credits allotted for respective subjects by way of timetable and allocates work among the faculty. The individual and class timetable is prepared by the timetable committee in consultation with the HOD and is submitted to IQAC which in turn prepares the consolidated academic calendar for effective curriculum delivery which serves as informational tool to plan the academic activities for students and faculty of the institution. The timetable is displayed in classrooms, notice board, lesson plan handouts are mailed to the students at the beginning of each semester.

Efforts are made through the curriculum to inculcate Professional Ethics, Human values, social consciousness, gender equity, sustainability and environmental concern among students through the syllabus, and the Institution also conducts various activities, organises Seminars and Workshops for the students to gain practical knowledge. MoUs were signed with Times group for conducting Certified Add-on and Skill-based courses. The syllabus also covers projects/fieldwork for the students to enhance their practical knowledge. Out of the total students, 68.70% undertake projects and fieldwork.

The College may initiate field studies and experiential learning for the UG students too. Also, to offer short-term vocational programmes to the students and neighbouring community towards improving the livelihood opportunities. College can take initiatives for imparting skills by starting vocational courses or even by introducing other subjects for preparing the students for competitive examinations.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>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</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i>
2.6.2 QIM	<i>Attainment of POs and COs are evaluated.</i>  Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The daily teaching and learning process incorporates multimedia teaching aids including videos, internet resources, and PPTs to help students better comprehend the subject. The faculty members make use of experiential content of teaching through experimentation, demonstration, undertake field tours and visit to study natural phenomena to keep the students abreast with the first hand knowledge of the subject

The relevant departments regularly host a variety of guest lectures delivered by professionals from industry and academia to provide in-depth knowledge of syllabus contents, to correlate the curriculum with business needs, and to also provide knowledge beyond the prescribed syllabus that is towards the expectation of organizations for better placement. Orientation Programmes are conducted for the First Semester students to make them aware of Choice Based Credit System (CBCS) in semester pattern, also for Library use and information.

Slow learners were motivated to complete their graduation and post-graduation. Mentoring system for the students needs to be strengthened as well as mapping of outcomes of mentor-mentee system is not specified.

Internal assessment is done as per guidelines of university, which compiles a calendar for internal assessment. The Institution has set up an Internal Examination Committee which takes care of the examination events. The registers of evaluation and internal assessment marks are maintained by the respective departments. The continuous evaluation of students is carried out by faculties through the given projects, assignments, class tests etc. The marks are allotted based on their performance and are displayed on the notice board. The college students are also getting facility of redressal of their grievance through rechecking. The mechanism of grievance redressals related to examination is taken care of by the concerned teachers, Heads of Departments and the Vice-Principal. The students have the facility of requesting Xerox copy of the answer sheets. Also, revaluation process is also available for the students.

Programme Outcome, Programme Specific Outcome and Course Outcomes are displayed on the college website. However, there is an urgent need to understand the detailed analysis of Programme Outcomes to

improve the teaching learning process. Analysis of Program Outcomes and course outcomes are yet to take place to make tangible impact on curriculum enrichment.

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	<b>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</b>
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	<b>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.</b>
3.4.2 QIM	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
3.5	Collaboration

Qualitative analysis of Criterion 3	
<p>The Institution provides a conducive environment for the promotion of innovation, facilities are provided and guidance is extended to the students. Students are encouraged to be actively involved in the application of technology, various workshops and seminars are conducted on research methodology and intellectual property rights. The institution organizes guest lecture on the importance of micro-entrepreneur with regards to SHG with an objective to induce the importance of micro-entrepreneurs.</p> <p>A defined research ecosystem needs to be developed in the institution to motivate the faculty members and the students to engage themselves in research. The research culture among the staff is very limited and needs to be developed. The faculty members need to be actively involved in research and publish papers in indexed / UGC approved journals. The faculty members should focus on getting major / minor projects from the funding agencies. A separate Incubation Cell established in June 2022 after assessment period, through this Incubation Cell, the College can impart innovation and creative skills related to Marketing and Sales Management, Social Entrepreneurship and Media and Entertainment to the students by offering short-term add-on courses.</p> <p>The College has conducted many Social, Economic and Health Awareness Programmes in the vicinity of the campus. The students and teachers also involve themselves in organization of camps, workshops, rallies and other extension activities. The college has a unit of NSS and the Programme Officer regularly sensitises and orients students to develop a sense of social concern. The college also motivates/ encourages students to involve themselves in neighbourhood community sensitizing with social issues and holistic developments, moral and ethical values, life skills etc. The outreach programs are organized in the nearby localities which help in formulating the right response to the proposed activities as well as strengthened the societal - institutional relationships.</p> <p>Institute/Some teachers have received awards from Government of Maharashtra during Covid-19.</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>The Institution has adequate infrastructure and other facilities for,</b></p> <ul style="list-style-type: none"> <li>• teaching – learning, viz., classrooms, laboratories, computing equipment etc</li> <li>• ICT – enabled facilities such as smart class, LMS etc.</li> </ul> <p><b>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.)</b></p>
4.2	Library as a Learning Resource
4.2.1 QIM	<i>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</i>
4.3	IT Infrastructure
4.3.1 QIM	<p><b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b></p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

The college campus is spread over 2.50 acres land property and the built up area is 3945.15 sq.mt. The college has also possession of other 2.55 acres land reserved for further expansion. The institution has 23 well maintained and ventilated classrooms to conduct the regular lectures. The institution has designated a computer lab with 21 machines, 6 LCD projectors, 3 Smart boards for curriculum practical sessions. Now there is 50 Mbps broadband Internet connected to all machines through LAN, the premises is kept under more than 45 CCTV surveillance cameras.

College has an open assembly ground one with an area of 3000sq feet ,and one auditorium with a seating capacity of about 500. The college also has a Gymkhana about 2100 sq. feet with well equipped facilities for indoor games like chess, carom, table tennis, snooker etc..

The College library is the prime learning resource of the college, with a total area of 2690 sq. feet which has a total seating capacity of 120 and is automated through Integrated Library Management system by Zinan technology Ezeecom Ver: 1.0 LMS and OPAC basic version software which supports all in-house operations of the library. There are 21218 books in the library and also has a reference, circulation, and reading room section as well as a book bank facility. The Library has subscribed to N-list. access to e-journals and all staff and students have access to e-resources.

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
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

Qualitative analysis of Criterion 5

Alumni Association was registered in 2022 named as SAATHI and group of some young alumni are seriously worried for the development of the college.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<i>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.</i>
6.2	Strategy Development and Deployment
6.2.1 QIM	<i>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</i>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>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)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

Qualitative analysis of Criterion 6

The college appears to have a system of governance that is supportive and participative whereby collective decisions are made by the management. The principle of decentralization adopted here by involving all the stake holders in the leadership and management of the institution. The Governance structure has the judicious sequence of the Directorate, the Principal, the teaching and non-teaching staff and the students. The Government authorities and University provides guidance to the administration to achieve the vision and mission of the Institution. The Institutional governance is in accordance with the norms, rules and regulations of the University of Mumbai and Education Department, Government of Maharashtra. The principal being the head of the institution provides a strategic direction for institutional development.



All the procedures are standardized assessing teaching and non-teaching staff performance and students' progress. The Principal is the Executive Head of the institution and is vested with powers by the Directorate of Education, Government of Maharashtra to ensure the proper conduct of the academic programs and extension activities. All the stakeholders ensure the smooth functioning of day-to-day activities under the direct supervision of the principal.

A robust and collaborative system of functioning of the institutional bodies needs to be developed. The Perspective / Strategic plan of the Institution exists but it needs to be explicit and clear.

Various welfare measures as per state regulations are adopted throughout the year for the teaching, and non-teaching staff. The college also sponsors faculty to participate in Conferences, makes laptops available, felicitates faculty members for their academic achievements, for the benefit of employees, management has also made a provision of gratuity amount in the annual budget for self-finance course employees.

The financial accounts are regularly audited by a Statutory auditor appointed by the Parent body. Proper policies and planning for mobilisation of funds and resources needs to be developed. However, college can further make efforts to gather funds from various agencies like UGC and similar organizations.

The institution monitors the performance of the staff through IQAC. Methods of API, and CAS are also executed for the aided staff as per UGC guidelines. The performance of teachers is appraised based on attendance, innovative teaching methods, active participation/organisation in seminars, conferences and publications. Necessary recommendations are given to the concerned staff whenever required. IQAC has prompted the quality in the academics at various levels for better academic and administrative support and improved sets of standards, it still needs more efforts for making it all happen truly in line with the vision and mission of the college as well as to make the institution at par with other educational institutions and the new educational environment. It needs to be more proactive, more robust and contributed, for achieving the objectives in a fruitful manner. A system of Academic and Administrative Audit initiated from the year 2021 by IQAC Cluster to review the teaching-learning process and other academic and admin activities.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</b>  <i>Describe the gender equity &amp; sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i>
7.1.4 QIM	<b>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)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>



## Qualitative analysis of Criterion 7

Educational upliftment and empowering the students through inclusive education is appreciable.

Institute has been insightful and proactive in dealing with the issues and concerns pertaining to Gender Equity and Sensitization. Gender issues are discussed as a part of the teaching-learning process of various course contents. Apart from this, the Extension activities like- NSS, Mentor-Mentee interaction, Anti-Ragging Cell, Grievance Redressal Cell, Women Development Cell, etc provide a vibrant platform to conduct awareness campaigns, lectures, rallies and interactive sessions to address various concerns. The college is a co-education institute having 48% of girls students admitted to various programmes. The college is concerned towards the gender equality of its students. As part of the implementation of gender equality various facilities are available for girl students such as – a girls' common room, personal counselling and health awareness campaigns. Concerns regarding security and safety are addressed by the college through different sources such as CCTV cameras, the appointment of female peons, awareness amongst girls and boys students and the Internal Complaints Committee. Institute does not keep these activities confined to college but also organises rallies and street- plays to create awareness amongst stakeholders.

The Institution celebrates birth and death anniversaries of well-known social reformers, national leaders and eminent historical personalities to inculcate feelings of truth, nonviolence, peace, national integrity, human values, communal harmony, fraternity and social harmony. The institution celebrates the National and International days regularly, special efforts are taken to instil a sense of social awareness and responsibility, national integration among the students through various extension and NSS. For the environmental consciousness and other social issues, awareness rallies and extension activities are carried out by the institution.

For spreading environmental consciousness awareness rallies and extension activities are carried out by the institution. Plantation programmes are organized every year involving all students and staff to create a green cover, an eco-friendly atmosphere, the gardens are looked after by trained gardeners under the guidance of garden committee. Green audit and energy audits have been conducted by external agencies, LED bulbs are installed, along with only one Solar panel installed. A system of disposing of waste is adopted, the College provides separate dust bins to collect degradable and non-degradable wastes in solid, liquid and e waste forms. The Eco Club has created awareness for creating Vermi Compost units so that the bio-degradable waste gets converted into organic manure. Rain water harvesting through well recharge system is functional in the college and water coolers are also installed. Awareness programmes on minimising Energy consumption are conducted in the college resulting in compulsion of energy saving.

The institution has a disabled friendly infrastructure, also, it respects the socio-economic diversity and takes initiative to provide an inclusive environment for the students.

Discipline and security are well maintained. CCTV cameras in the campus, guards are appointed, girl students are given training on self-defence. Various measures are taken to sensitize gender equity and create awareness, ensuring safety and security on role of women in society. The college has provided sanitary napkin vending machine in girls washrooms.

Two Best Practices are followed by the college.

1. The institution is working for spreading awareness and conserve the Marathi language, the Department of Marathi organises various activities to promote the language among all students.

2. The Department of Rural Development organises an annual native farmer meet to understand the problems of the local farmers and give guidance for improving their yields, as well as spreading regarding the various government schemes earmarked for the farmers.

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

#### **Overall Analysis**

##### **Strength:**

- The College has its own building and a sprawling campus land area of 2.50 acres.
- There are sufficient classrooms for all programmes.
- The College Library is well equipped and has open access.
- The College was established in 1995 to cater to the educational needs of the various sections of the surrounding rural society.
- The College is a co-educational institution with 48% girls enrolment
- The College is successful in ensuring a good academic ambience and a disciplined campus.
- The institution adopted a participatory form of governance and the Principal and staff work freely in a democratic manner. All the Committees and the students are found to be working actively too.

##### **Weaknesses:**

- Lack of research and innovation
- Lack of proper MoUs with industries for establishing a strong academia-industry linkage.
- Poor accessibility by public transport.
- Limited academic flexibility,
- Limited ICT facility
- Lack of mechanism to mobilize funds from donors, alumni, industry, research grants/funds from government/ non-government agencies.
- Lack of collaboration and training programmes for capacity building of the faculty in the emerging areas.

##### **Opportunities:**

- More career oriented UG, PG, Diploma courses may be introduced to meet the requirements of the region.
- To explore academia-industry linkage and more job-oriented courses to be introduced to make the students more employable.
- More access to ICT enabled classrooms, oral presentations etc.
  
- To strengthen the Career Counselling and Placement Cell.
- To promote more research culture among faculty and also students, by obtaining more research grants from various funding agencies.
- Necessary steps to be initiated to organize coaching classes for different state /national level competitive examinations, like, State Public Service, UPSC, Banking services and similar ones to build the career of the students in general streams.

##### **Challenges:**

- Empowering students for their successful careers in state or national level.
- Organizing placement drives for students and make them employable.
- Organizing various programmes for improvement of English proficiency of the students.
- Setting up a proper interface between the Alumni and the current students.
- Setting up of incubation centre for more focus on practical trainings, establishing linkages and collaboration with industry
- Promoting the methodology of entrepreneurship among all students.

#### **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)

- Transportation for students to be introduced for better accessibility and increasing enrolment.
- Sports facilities including a proper playground and proper training for folk and cultural activities are to be provided.
- Career Counselling and Placement Cells need to be strengthened further to provide employability to the students.
- Research enrichment and establishment of Research Centre.
- Alumni Association to be proactive and extend support to the college.
- More courses like LLB and B.Ed are to be introduced. Also need to introduce short term, certificate job-oriented Add-on courses on Tourism, Fisheries, Organic Farming, Hospitality Management etc.as per the local needs.
- To create an eco-system for smooth implementation of NEP 2020.
- Resources generation from the agencies to be explored, also attempt to mobilize more funds from donors, Alumni, industries etc. and more industrial trainings and internships for the students are to incorporate.
- NCC Unit to be strengthened.
- Regular Coaching classes for preparing students for various 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. CHETANKUMAR TRIVEDI	Chairperson	
2	DR. SANGEETA JAIN	Member Co-ordinator	
3	DR. DIPANNITA CHAKRABORTY	Member	
4	Dr. Neelesh Pandey	NAAC Co - ordinator	

Place

Date