



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
ST. ANDREW'S COLLEGE OF ARTS, SCIENCE AND COMMERCE
C-34047

Mumbai
Maharashtra
400050

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:	ST. ANDREW'S COLLEGE OF ARTS, SCIENCE AND COMMERCE Mumbai Maharashtra 400050	
2.Year of Establishment	1983	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	15	
Programmes/Course offered:	9	
Permanent Faculty Members:	28	
Permanent Support Staff:	53	
Students:	2794	
4.Three major features in the institutional Context: (Asperceived by the Peer Team):	1. The UNESCO and Cardinal Paul Poupard Foundation Chair for Inter religious and Intercultural Dialogue (CPPCII) and its related Diploma Courses 2. The campus is located in the area which enables all the stakeholders easy access for placement and summer training activities 3. Social Outreach Programme (SOP) to interact with various NGOs and work for the underprivileged sections of society	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 30-03-2023 Visit Date To : 31-03-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PRATAPSIKH CHAUHAN	Vice Chancellor,Shri Govind Guru University
Member Co-ordinator:	DR. RAEES KHAN	Professor,Babasaheb Bhimrao Ambedkar University Lucknow
Member:	DR. BINOD KUMAR	FormerPrincipal,GHATSILA COLLEGE GHATSILA
NAAC Co - ordinator:	Dr. N R Mohan	

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 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 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

St. Andrew's College offers 9 programs namely B.A., B. Com., B.A.M.M.C., B.Sc. (I.T.), B.Sc. (H.S.), B.Sc. (H.S.), B.Com.(A&F), B.Com.(B&I) and M.Com. The College is affiliated to the University of Mumbai and is a Catholic Minority Institution, the curriculum is designed primarily by the University constituted Board of studies for various courses in consultation with the Institute. The institute prepares academic and activity calendars every year which outline the activities to be conducted during the semester as per the designated timeline for the effective delivery of the curriculum and ensures detailed Curriculum delivery. Two students sign a copy of the syllabus, for each paper, at the end of the semester verifying that the portion is completed. The arrangement of terms is published in the college prospectus. At the beginning of every academic year, the Principal and Heads of Departments meet to evaluate the feedback received from the outgoing batch of students regarding the pros and cons of the curriculum that was followed and discuss what else needs to be done to make the students academically sound, employment ready, socially responsible and well-rounded persons by the time they finish their programme of study. Much thought is given on keeping students abreast in their chosen area of study through the add-on courses, co-curricular and extra-curricular activities. Principal with all the faculty members to discuss the plans and put in place the academic, co-curricular and extracurricular activities for the academic year. Thereafter all departments conduct meetings to discuss their proposed plan for the upcoming year.

A detailed course manual is prepared for each subject consisting of course objectives and course outcomes, detailed lesson plan, student-centric andragogy, assignments and case studies relevant to the subject.

There is a well-defined process for the conduct of CIE as per the calendar of events. The internal assessment test timetable prepared is published to stakeholders showing all activities in the form of class tests, mid-term examination, preliminary examinations and projects are mentioned in the calendar and conducted to improve the performance of the students academically. The academic calendar of the college also comprises of important days celebrated, start and end of academic session, mid-term and festival breaks, celebration of inter-collegiate events and internal and external examination tentative timetable.

Curriculum somehow integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and encouraging value-based holistic development of students. Some activities are organized as part of the curriculum that help in this endeavor under the aegis of Faith On

Campus (FOC), Department of Life long Learning and Extension (DLLE) as well as NSS to inculcate in students values and responsibilities towards self, others and respond positively to the growing concern for the environment. Gender related courses are an integral component of some of the programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Environment Day, Earth Day and Water Day shall be celebrated in a more systematic way.

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	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	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 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

College admit students on the basis of their merit in qualifying examination with the help of affiliating University. College assesses the learning abilities of its newly admitted students but shall offer bridge courses to them. However, after the conduct of first internal assessment, based on the student's performance, advanced learners and slow learners needs to be segregated based on their marks obtained.

Teaching learning process is primarily class room teaching, laboratory practices with emphasis on problem solving methodologies. However, student learning experiences has been found satisfactory. In professional programmes, the college is taking efforts in providing experiencing learning through internships in industries. The college is equipped with advanced ICT tools and resources for effective teaching –learning process. The college offers a learning management system (LMS) EDFLY for ongoing online lectures.

The College adopts a continuous evaluation process through different segments of Examination as per the approved academic calendar. The College does not have IT enabled examination management system. However, the reforms in the examination system have not been undertaken over the years, may be because of the reason, the college is following affiliating University.

College has instituted an internal examination committee for the smooth conduct of internal examinations and in order to improve efficiency and robustness of internal evaluation. Further, in order to ensure transparency in internal assessment, the system of internal assessment is communicated with the students well in time.

The college follows the rules and regulations for the assessment and evaluation specified by affiliating University. The college follows strictly the guidelines and rules issued by the affiliating University while conducting internals and end semester examinations. The internal/external examination related grievances are dealt with and scrupulously followed as specified by the University of Mumbai.



The POs and COs are stated on the university and college website respectively for student reference. The learning outcome of the academic programmes is integrated with the institutional goals and objectives. All the course outcomes as determined by the University's aim at imparting knowledge of the basic concepts and modern trends that foster interest and create foundation for advanced studies. The methods of measuring the level of attainment of Program Outcomes and Course Outcomes are administered by explicit and implicit methods. Evaluation processes are in accordance with the University of Mumbai regulations.

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 and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

College needs to strengthen its research attribute, which shall encourage and extend financial support to the faculty members towards perusal of their research interest in the form of paper publication, attending national and international conferences, final semester project report mobilization and patent filing. College has limited research infrastructure and faculty with quality research credentials. Faculty members need to utilise the opportunities extended in terms of hardware, software and prototype development tools.

Consultancy policy document shall be designed and published on College website.

College organizes some of the extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of the college generally participate in social service activities leading to their overall development. Their services has been recognized by the affiliating University. There is scope for the College to provide holistic development for the students by involving them to participate in different activities related to social concerns.

CPH

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Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

Adequate classrooms equipped with audio-visual facilities that consists of computers with complete accessories, wall-mounted speakers, fixed LCD projectors and white boards are available for running the classes. Teaching learning happens primarily through board, but during pandemic the faculty members raised to the occasion by way of preparing and hosting their course video lectures online. Adequate computers and peripherals are in place. The configuration of the computing equipment require upgradation in terms of latest specification.

Sports infrastructure in the College is available. Gymkhana is available but no Yoga centre is available in college.

Knowledge resource centre is situated on the ground floor of the college building collection of 46,593 books and encompasses a total area of 2210 Sq. mts. Ground floor of the library covers new arrivals display, baggage counter, circulation counter, spacious reading room with the seating capacity of 138 students, periodical section with lounging, IT zone for students with nineteen computers along with the high bandwidth internet connection, newspaper stand, display table, reference area and book cupboards. The mezzanine floor comprised processing section of the library, reading area for teaching staff with individual carrels, Multimedia room, language laboratory, bound volume section, book cup boards and departmental library.

The library, is fully automated with SLIM21 Library Management Software.

Rare manuscript exists. Separate print and online Journal sections are available.

The average expenditure on the Library is Rs.8.49 Lakhs per year.

Internet is available with 100 MBPS speed. The Wi-Fi facility is available in all academic and administration corners like classrooms, staffrooms, library, office, IQAC room and also with computers that are being used for other facilities. The college constantly upgrades the software facilities by purchasing licensed software as and when required, which paves way for a fruitful working experience for the staff and an enriched learning experience for the students.

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	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

College has registered Alumni association. The Alumni association contributes significantly to the development of the institution through financial and non-financial means. During the current assessment period from 2017-18 to 2021-22, Rupees 14,30,000/- was given towards scholarship fund for current students by an alumni donor. Alumni members have also sponsored teaching aids like microphones for faculty members. The Alumni actively contributes to the institutional academia and student development by giving guest lectures and conducting training programs for students.

Alumni of College are also a link to students for obtaining employment opportunities in selected fields. They continuously contribute in developing the employability of students by delivering guest lectures, and as being advisors in committees, industry experts and co-operative partners in projects. However, Alumni Association needs to be strengthened and regular meeting with College administration shall be organised to make the association more active.

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 and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance
6.2	Strategy Development and Deployment
6.2.1 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	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 QIM	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 Vision and Mission statements of the College are clearly defined and displayed at prominent locations including website. The organizational structure exists which needs to be upgraded commensurate with the standard affiliating University System of Governance. Power and functions of College Authorities need to be clearly defined and delegated. The College should focus on decentralization and freedom of academic perusal. Potential faculty members with proven academic and administrative credentials should head the Departments and the Governance structure should be maintained and transparent as per Government and trust rules.

College is yet to devise a short- or long-term strategic plan for development. Proper service rules, recruitment procedures and promotional policies need to be adopted in a more transparent manner. While performance appraisal system do exists, but it needs to be implemented properly. College should take an initiative on Staff welfare measures in terms of a group insurance.

The IQAC cell do exists, and meeting regularly to discuss the issues related with the enhancement of Quality in Teaching and Research with proper representation of stakeholders. The IQAC is regularly making periodic recommendations for adoption of its suggestions for continuous quality improvement.

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	Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity 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 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

College takes proper care to provide equal opportunities to both male as well as female professionals to be a part of the institution at the teaching as well as non-teaching level. College is committed to gender equity with several consciousness-raising events to ensure safety and sensitization on campus. Per the directives of the University of Mumbai, the college maintains a Women's Development Cell (CWDC) that undertakes events annually to address issues of workplace discrimination and/ or sexual harassment. In accordance with it, the college organizes various activities. College has Complaint Redressal Mechanisms including Anti-Ragging Cell, Internal Complaint Committee and Student Grievance Redressal Cell. College celebrates national and international commemorative days, events and festivals including ICAI Foundation and GST, Vachara Prerana Diwas (National Reading), Charity, Kargil Vijay Diwas, Wetlands, Youth, Slavery Abolition, Earth Awareness, Heritage, Mental Health, Girl Child, Yoga(for staff and students), Left Handers, Suicide Prevention, PCOS Awareness, Investors, Peace & Non-Violence, Gandhi Jayanti, Wildlife, Water, Minority Rights Days.

College follows minority reservation policy and University Rules in admission to all courses. Participation of students in extra-curricular activities and cultural programmes shows that communal socio-economic diversity is maintained in the College. UNESCO and Cardinal Paul Poupard Foundation Chair for Interreligious and Intercultural Dialogue (CPPCII) annually organises events fostering dialogue and debate, and promote student understanding of different cultures, religions and languages. Psychology Department adopted a multi-disciplinary approach, inviting speakers from Praja Foundation on 'Youth in Governance'. College participated in the Student Model United Nations, encouraging students to think of contemporary global political issues, build solidarities tackling human rights issues.

College is practicing the following two best practices:

1. The UNESCO and Cardinal Paul Poupard Foundation Chair for Inter religious and Intercultural Dialogue (CPPCII) and its related Diploma Courses
2. Donations provided by Principal, Faculty and Alumni

College admits students from all sections of society, including a large number of first-generation learners, to empower them and help them partake in integrated learning. Students from such modest backgrounds would have a strong desire to enhance their socio-economic status, but with this practice College instill in them the necessity of dedicating their time and energy into giving back to society, which is deeply fulfilling for the college. This practice blends well with the ethos of the institution, as its prime focus is community service, environmental education and addressing the needs of the elderly. Such activities inculcate development of ethical, Constitutional and universal values in students. All second year students opt for the Social Outreach Programme (SOP) as they get to interact with various NGOs and work for the underprivileged sections of society including rural areas, making community service an integral part of the college.

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

Overall Analysis

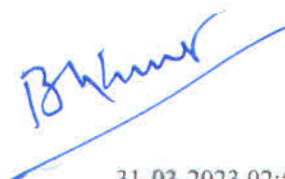
Strength:

- A sprawling campus with clean and green environment.
- Integration of ICT in teaching, learning & governance.
- Competitive advantage of Location of the College
- Student-centric teaching methodologies and society- centric outreach activities.
- Retention of faculty members.
- Clinical Psychological Counseling

Weaknesses:

- Limited number of Scopus indexed publications including Minor and Major Research Funded projects.
- Limited possibility for entrepreneurial development
- Less number of Permanent Added Faculty Members.
- Lack of International Student
- Less number of student placement records.
- Less number of skill based PG Programmes





Opportunities:

- Entrepreneurship and incubation cell opportunity
- Scope for more opportunities to start industry oriented programmes
- Improve the quality of research publication and projects by providing interactions with more number of Industries and R & D organizations
- International collaborations for knowledge transfer and benefitting teachers and students on for mutual benefit in both ways for the further growth of the institution
- Potential for empowering the deprived and under privileged semi-rural population.

Challenges:

- Financial sustainability of the Institution for future expansion and initiatives.
- Keeping pace with Global challenges and Internationalization.
- Digital Literacy and training to all the employees to cope up with the current challenges.
- Student Progression for higher studies and employment with hundred percent success.
- Providing technical education to first generation learners having language deficiency
- Implementation of NEP 2020 with more skill based courses
- Attracting international/NRI students

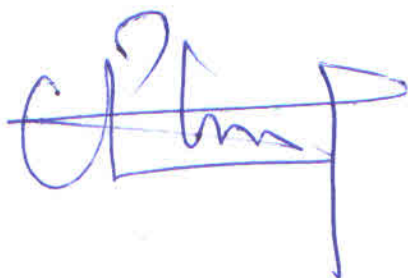


Section IV: Recommendations for Quality Enhancement of the Institution

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

- Increase the qualified faculty strength in added courses and recruit non-teaching and technical staff for strengthening the academic, research and extension activities. More number of courses shall be started.
- Firm steps must be taken to increase the number of students enrolling for higher education and more industry oriented and skill based programs are to be included.
- Strengthening of Career Counselling Centre activities and Placement Cell for improvement of campus placement of students
- The College has to establish incubation centers and student start-up and conduct more entrepreneurship development programs for the students to improve entrepreneurial acumen among the students.
- College needs to encourage faculty exchange programs and provide Seed Money to its teachers to promote research.
- Steps should be taken to increase funds for books purchase and more importantly to significantly enhance percentage per day usage of library by teachers and students.
- More Academic linkages with Industry and reputed national institutes for providing in-plant industrial training and internship.
- Alumni association need to be strengthened with focus on establishing a network with Global Alumni, particularly for the development of infrastructure, benefit of students, in providing guidance and placement opportunities.
- Formal Health Centre needs to be established within the campus.
- College shall encourage the teachers to attend national/international conferences /workshops and professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program with full financial supports.

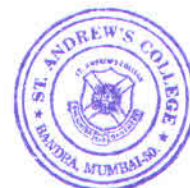
I have gone through the observations of the Peer Team as mentioned in this report

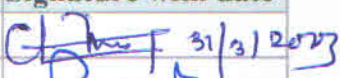
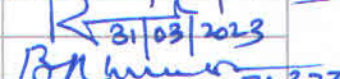



Hernandes
Signature of the Head of the Institution
PRINCIPAL,

ST. ANDREW'S COLLEGE OF
ARTS, SCIENCE & COMMERCE
ST. DOMINIC ROAD, BANDRA,
MUMBAI-400050.

Seal of the Institution



Sl.No	Name		Signature with date
1	DR. PRATAPSIKH CHAUKAN	Chairperson	 31/3/2023
2	DR. RAEES KHAN	Member Co-ordinator	 31/03/2023
3	DR. BINOD KUMAR	Member	 31-3-23
4	Dr. N R Mohan	NAAC Co - ordinator	

Place Mumbai

Date 31/03/2023