Peer Team Report

on
Institutional Assessment and Re-accreditation

of

St.Aloysius College (Autonomous)
Mangalore, Karnataka   575 003

Visit Dates: $21^{st} - 23^{rd}$ December, 2009

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

Peer Team Report on Institutional Assessment and Accreditation of
St.Aloysius College (Autonomous)
Light House Hill Road, Mangalore, Karnataka   575 003

Section I: General Information	
1.1 Name & Address of the Institute :	St.Aloysius College (Autonomous) Light House Hill Road, Mangalore, Karnataka 575 003
1.2 Year of Establishment:	12-01-1880, Autonomous from 07-06-2007
1.3 Current Academic Activity at the Institution (Numbers) :	
• Faculties/schools:	Arts, Commerce, Science, Management, Computer Application and Social Work. UG-6; PG-4
• Department/ Centres:	UG 27 , PG 13
• Programmes/Courses Offered:	UG: 06 (BA, BSc, BCom, BCA, BSW, BBM) PG: 13 (MA, MSc, MCom) Research: 01, Certificate: 16, Diploma: 07 Total: 43
• Permanent Faculty Members:	Sanctioned:189 Filled: 189 Part time/Temporary/Contract: 09
• Permanent Support Staff:	Sanctioned: 86 Filled: Administration: 77 Technical : 09
• Students:	4084
1.4 Three major features in the institutional Context (As Perceived by the peer Team):	• A minority (Jesuit) run 130 year old institution with an impressive list of outstanding alumni that became autonomous in 2007 after the first accreditation by NAAC in 2004. • Two campus multi-disciplinary UG, PG college offering research level programmes in Arts, Science, Commerce, Business Management, Social Work and Computer Applications with own FM Radio station and TV studio. • Separate campus for professional, management and IT courses at PG level.
1.5 Dates of visit of the peer Team (visit schedule is included as Annexure):	21st – 23rd, December, 2009 Detailed visit schedule attached
1.6 Composition of the Peer Team which undertook the on-site visit :	
Chairperson	Prof.(Mrs.) Kanta Ahuja Former Vice Chancellor, Rajasthan University Sector 5, JA -10,Jawahar Nagar, Jaipur - 302 004 Rajasthan
Member	Prof. D. Chandrashekhara Reddy Head of the Dept. of Aquaculture Sri Venkateswara University, Tirupati - 517 502 Andhra Pradesh
Member Coordinator	Prof. Rajan Varughese Director and Principal Marthoma College of Management and Technology Asramam Campus, Perumbavoor, Ernakulam 683 542 Kerala
NAAC Officer	Dr. Jagannath Patil, Deputy Advisor, NAAC, Bangalore

Section II : CRITERION WISE ANALSIS	
2.1 Curricular Aspects:	
2.1.1 Curriculum Design & Development:	• Strucures for BOS and Academic Council put in place. Courses revised in 2007 after becoming autonomous. • A compulsory foundation course in value education that has courses in Gender Equity, Indian Constitution, Human Rights, Environment and Ethical and cultural values. • Alumnii and industry represented in Academic Council.
2.1.2. Academic Flexibility:	• Optional combinations at UG level are available as per University rules. • Add-on, diploma, and certificate courses can be taken by students along with regular degree programme.. • College also runs ITI skill enhancement certificate courses for PU students.
2.1.3. Feedback on Curriculum:	• Effective use of formal feedback mechanism on curriculum from stakeholders including, students, faculty, alumni, parents and employers.. • External experts in the BOS and outside experts from Universities and industry are consulted for course updating exercises. • IQAC is involved while framing of the syllabi.
2.1.4. Curriculum update:	• Curriculum updated in 2007 and continuous attempts are made to incorporate new components subject to the University approval. • The Board of Studies works as per UGC guidelines on framing and revision of curriculum. • Programmes have been introduced in emerging areas like Biotechnology, Bioinformatics, Software Technology, and Communication and Media Studies.
2.1.5. Best Practices in Curricular Aspects:	• Curriculum has been designed and updated to meet the aspirations of the student community. • A fair amount of flexibility is in place for the students to choose the subjects/programmes. • Curriculum is revised on a regular basis taking into account the feedback from all the stakeholders.
2.2. Teaching- Learning and Evaluation:	
2.2.1. Admission process and Student Profile:	• Admissions to UG programmes are based on merit but not through entrance tests. • Admission to MBA, MCA and professional courses is being

	done as per Government rules and university regulations. • Students from socially and economically disadvantaged sections are offered preferential admission.
2.2.2. Catering to diverse needs:	• Remedial classes are offered to slow learners • Bridge courses are offered to enhance the communication skills in English, and other soft-skills. • Advanced learners are identified and incentives given.
2.2.3. Teaching- Learning Process:	• Extensive use of ICT for knowledge updating. • Frequent visits to the villages and industry to give hands-on experience to enhance the knowledge base. • Introduction of project work and frequent group discussions, weekly seminars and guest lectures encourage and motivate students.
2.2.4. Teacher Quality:	• Selection and appointment of faculty is based on merit and as per norms. • Out of 198 faculty members only 32 have Ph.D. and 29 have M.Phil. qualification. 46 government aided faculty with UGC scales. • There is a need for the new faculty to attend orientation courses to update their teaching skills.
2.2.5. Evaluation process and Reform:	• Structured teacher evaluation by students and periodical self-appraisal by teachers are in place. • Computerized and transparent centralized evaluation system for timely declaration of results • Evaluation is based on internal assessment tests, seminars, quiz programmes, assignments and end-semester examinations.
2.2.6. Best practices in Teaching-Learning and Evaluation:	• Extensive use of ICT including audio-visual aids and language labs for enhancing knowledgebase. • Continuous student-teacher contact throughout the day and maintenance of high standard in internal evaluation. • Arrangement of field trips, community awareness programmes and introduction of project work along with seminars and group discussions.
2.3. Research, consultancy and extension	
2.3.1. Promotion of Research:	• Good facilities are provided for carrying out research. • Management support for teachers to pursue research activities needs to be further enhanced. • Efforts have to be made to get extramural research funding.

2.3.2. Research and publication output:	• The number of research articles published in journals with good impact factor is less. • Some of the faculty have visited institutions abroad and got trained in advanced fields of Applied Biology. • The enrollment into M.Phil. and Ph.D. programmes is not sufficient enough.
2.3.3. Consultancy:	• Consultancy has not developed to a meaningful level except in the areas of Applied Biology and Social Work. • The outcome of the research achievements is not being put to use effectively.
2.3.4. Extension Activities:	• A home for children from remand homes and abandoned by parents is a unique activity. • Besides NSS and NCC and social awareness activities, there is good student participation in diverse range of social activities managed and sponsored by the College Trust. • Synergy in activities of Department of Social Work, Psychology and Sociology. • A Centre for Social Concern has been functional. • 'Sarang' - Community FM Radio owned and operated by the College offers a number of programmes for the rural community in which local people also participate.
2.3.5. Collaborations:	• Research collaborations with Royal Technical University, Sweden and Max Planck Institute, Germany have been established. • Linkages for curriculum development and teaching-learning pedagogy with the Campus Connect programme of the Infosys as well as with other major IT/BPO companies have been established. • Internship and on-the-job training is provided by leading companies and banks.
2.3.6. Best Practices in Research, Consultancy, Extension:	• Appointment of a research coordinator and constitution of a research advisory Committee. • Publication of multidisciplinary journal – "Explorations" to promote research culture. • A home for children from police remand home that provides opportunities for field work and extension activities.

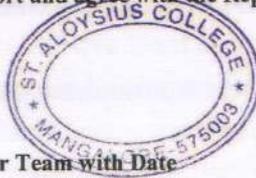| 2.4: Infrastructure and Learning Resources:	
2.4.1. Physical Facilities for learning	• Spacious building complex that includes a well endowed new campus for professional PG courses. • Good physical infrastructure that caters to the needs of current enrollment of over 4000 students with scope to provide for a larger intake of students. • Extensive ICT infrastructure that includes WiFi broadband internet facilities, ceiling mounted LCD projectors in classrooms, seminar halls and a captive power supply system.
2.4.2 Maintenance of Infrastructure:	• Active involvement of students, teachers and non-teaching staff for maintenance and cleanliness. • Well maintained infrastructure facilities supported by qualified and experienced staff. • Adequate budget allocation for maintenance.
2.4.3. Library as a learning resource:	• Spacious, well stocked and well furnished open access Libraries with additional stocks in the departments. • Bar-coding of the books is initiated, on-line catalogue is available and access to DELNET and AIRC are available. • Reprographic facilities available as part of library.
2.4.4. ICT as learning resources:	• The College has adequate number of computers with broadband internet connectivity distributed in 8 computer laboratories, teaching departments and library and research laboratories. • Students of professional courses have laptops for class room use. • The College has a website but is not interactive for use as a learning resource.
2.4.5. Other Facilities:	• The College has hostels for boys and girls with good facilities in both the campuses. • The College has well maintained canteen and parking facilities. It also has facilities for housing of teaching and non-teaching staff. • Sports and games facilities are adequate.
2.4.6. Best Practices in Infrastructure and Learning Resources:	• Development of additional infrastructure facilities in the second campus. • Extensive use of ICT as a tool to update skills. • Optimal utilization of library and laboratories.

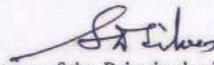|	
2.5. Student Support and Progression:	
2.5.1. Student progression:	• Very good results in all courses. Nearly 50 percent of students proceed for higher studies. • Yearly progress of students shows improvement from the time of admission to the time of graduation. This is monitored by the college.. • Many students are employed with reputed companies.
2.5.2. Student Support:	• Nearly 250 students receive Government scholarships under different categories every year. Merit scholarships are given to some students by the management. • On Campus Placement cell, career, academic and personal counseling services are available. • The College websites provide the necessary information and supports the students in having access to the examination results. • Mid-Day meals served to 300 disadvantaged students.
2.5.3. Student Activities:	• The College has many subject associations and clubs for extra and co- curricular activities of the students. • It regularly organizes a number of State, University and National level academic, skill development and cultural festivals. • Students actively participate in sports and games, NCC and NSS activities and have represented the College at the University and National level competitions and have won several prizes.
2.5.4. Best Practices in Student Support and Progression:	• Class Guides, Mentors and remedial programmes are available. • Training in event management through conduct of State, University and National level academic, skill development and cultural festivals.
2.6. Governance and Leadership	
2.6.1. Institutional vision and Leadership	• The institution has the vision and mission to make this college a premier learning centre. • Long history of extending quality education by adding new components in response to fast changing environment. • Dedicated and service oriented management that has been responding to community needs.
2.6.2.Organizational Arrangements:	• A well defined functional organizational structure at various levels. • Excellent internal coordination amongst the Principal, Registrar, Governing Body and teaching and non-teaching community. • Processes have been initiated to ensure quality through IQAC and such other administrative bodies and Committees.

2.6.3. Strategy development and Deployment:	• A Perspective plan is prepared and implemented to take the autonomous college to a deemed university status. • Proactive use of autonomy in the introduction of Choice Based Credit system. • Reforming of the examination system to offer value based education.
2.6.4. Human Resource Management	• Effective use of available human resources for achieving better results. • Sufficient autonomy is in place to combine the aided and self-financing streams of the College. • The College encourages faculty to develop their communication and research skills. • Two well organized cooperative societies to take care of the welfare of teaching and non-teaching staff.
2.6.5. Financial Management and Resources:	• Resources have been mobilized through fees for self-financing courses, borrowing and contributions. • Approximately Rs.1.72 crore UGC Gants received during the post accreditation period.
2.6.6. Best Practices in Governance and Leadership	• Strong administration and automated examination system. • Participatory decision making and shared governance. • Commendable efforts in resource mobilization.
2.7 Innovative Practices	
2.7.1. Internal quality Assurance System:	• IQAC is setup and takes initiatives in the quality assurance programmes of the institution. • Academic audit introduced.
2.7.2. Inclusive Practices:	• No discriminatory practices in the College. • Foundation courses in value education include awareness of social exclusion issues. • Remedial classes and tutorials for socially disadvantaged students. Assistance and scholarship to needy students.
2.7.3. Stakeholder Relationships:	• Healthy relationship amongst the stake holders. • Regular feedback from stakeholders obtained.
Section III: Overall Analysis	
3.1. Institutional Strengths:	• 130 years of history, traditions, and unique identity recognized by all sections of society. • Biology, bio-technology, commerce and IT and management courses are strong.

	• Financial support by the management for the development of the College is very good. • The development of the second campus with modern facilities is additional strength. • Well structured student support and progression system.
3.2. Institutional Weaknesses:	• Faculty qualifications are not in line with expected levels. Only 32 faculty out of 198 have Ph.D. qualification. • Liberal Arts and Social Science component is not very strong. • Very small number of PG courses in traditional subjects. • Issues related to controls exercised by the affiliating University and UGC policy to deny research assistance to self-financing courses have to be tackled at all levels.
3.3. Institutional Challenges:	• Resolving the conflict between the need to raise resources through fees and to admit meritorious students has to be resolved to admit a larger number of PG students. Strategies for attracting more brilliant students in existing and new programmes have to be worked out. • Requiring research qualification for all the faculty members. • Strengthening of the existing placement facilities and career counseling is required. • Implementation of performance based appraisal system recommended by UGC.
3.4. Institutional Opportunities:	• Starting new electives in emerging areas. • Introducing choice based system and modular structure of courses. • Transition to a university level institution would be a major challenge. • Establishing more collaborations and linkages with industries and organizations. • More use of ICT enabled teaching-learning methods by faculty members and students. • Development of research culture by all faculty members through research projects and publications.
Section IV: Recommendations for Quality Enhancement:	
	• Update teacher quality by managing, in an equitable manner, the remuneration and incentive structures for faculty recruitment and development in order to induct and retain faculty with good academic and research qualifications. • Establishing more collaborations and linkages with industries and industry organizations, universities and funding agencies other than UGC.

|	- Encourage research for Ph.D/M.Phil, research projects, consultancy and publication by extending study leave, merit pay, some reduction in work load of young teachers with research interests. - Academic audits of specific centres /departments by external experts may be periodically undertaken as part of IQAC. - Implementing an Enterprise Resource Planning (ERP) solution for the total automation of the administration. - Placement and Career Guidance Cell may be further strengthened. - A corpus fund may be created to meet the future developmental activities. - Student concerns in the context of changing socio-cultural-economic scenario may be looked into from different perspectives especially with reference to Value Education courses.

I have read the Report and agree with the Report

Signature of the Principal with date and seal

Principal
ST. ALOYSIUS COLLEGE
MANGALORE-575 003

Signature of the Peer Team with Date

Dr.(Mrs.) Kanta Ahuja (Chairperson)
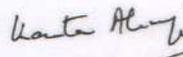
Prof. D.Chandrashekhara Reddy (Member)
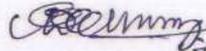
Prof. Rajan Varughese (Member Coordinator)

Signature of the NAAC Officer:

Dr.Jagannath Patil, Dreputy Adviser, NAAC