

**REPORT OF THE NAAC PEER TEAM
ON THE RE-ASSESSMENT AND RE-ACCREDITATION
OF KELKER EDUCATION TRUST'S VINAYAK GANESH VAZE
COLLEGE OF ARTS, SCIENCE AND COMMERCE,
MULUND, MUMBAI-400081.**

SECTION-I

1. Introduction

KET's Vinayak Ganesh Vaze College of Arts, Science and Commerce, Mumbai is a grant-in-aid institution affiliated to the University of Mumbai. It is recognized by UGC under 2(f) and 12(B). It has 39 departments and offers 195 programmes. It is located in 2.5 acres in an urban area. There are 59 teachers and 98 non-teaching staff. Twenty-five teachers have the Ph.D. degree. The total student strength is 2,854 (M 901, W 1,953; UG 2409, PG 35, Ph.D. 8, Diploma/certificate 126 and self-funded, 276). The college was accredited in 1998 and it volunteered to be re-assessed and re-accredited by the National Assessment and Accreditation Council and submitted its Re-Accreditation Report (RAR) to the Council in November 2004. The Council constituted the Peer Team with Prof. C.K. Kokate, former Vice-Chancellor, Kakatiya University as Chairman; and Prof. Shakuntala Katre, Professor of Zoology and Dean of Science, University of Bangalore and Rev.Dr. Francis Soundararaj, former Principal of Madras Christian College, Chennai as members. Dr. Antony Stella, Adviser, NAAC co-ordinated the visit. The Team visited the college between February 6 and 9, 2005; reviewed the facilities available on the campus; interacted with the Management, the Principal, the faculty, students, parents, alumni and non-teaching staff and perused all the additional documents presented by the college. The outcome of the assessment thus made on the basis of the RAR, within the frame- work of the seven criteria laid down for the purpose by NAAC, is presented below:

SECTION-II

2. CRITERION-WISE ANALYSIS

2.1 Criterion I : Curricular Aspects

The curriculum of the college is formed to match its goals and mission, which is based on sound academic principles and serves learners to acquire an education that contributes to the overall development of personality.

2.1.1 Goal Orientation

The mission of the college, namely, to contribute to the sustainable development of society through holistic education is sought to be accomplished by imparting “theoretical, practical and ethical knowledge to make highly-qualified and mature men and women to meet human needs”. This aim is clearly stated and disseminated to prospective students through the prospectus, the website and meetings between parents, students and the teachers of the college. Stakeholders are thus oriented to the direction of the educational effort they would benefit from.

2.1.2 Curriculum Development

The curriculum is flexible, interdisciplinary and IT-based. 39 subjects and 195 programme combinations indicate its flexibility regarding student choice. Six interdisciplinary, seven ICT-related, and 8 new UG and PG courses were introduced during the last five years. In addition, the Infotech Centre offers computer literacy programmes. Conventional degree programmes have inbuilt vocational modules. Vertical mobility is facilitated by the new PG programmes. Seven self-funded courses were added to the UG/PG programmes. There are six value education modules. Such a multi-dimensional development of the curriculum has made the offer of holistic education possible.

2.1.3 Programme Options

Programme options span a wide range. UG / PG certificate and diploma programmes are offered. The UG programme in B.A. has 7 specializations and thirteen subject combinations; B.Sc. has 9; and B.Com has 7. Twenty one applied modules, 3 vocational courses, 3 value added courses and 4 certificate courses have considerably widened options which facilitate horizontal mobility. Vertical mobility is made possible by the introduction of postgraduate programmes in chemistry, botany, zoology and information technology. Doctoral programmes in economics, botany and zoology have reinforced this curricular aspect. Certificate courses are offered in English proficiency, quantitative techniques, computer and information technology and French and German.

2.1.4 Academic Flexibility

While value added vocational courses ensure horizontal mobility, vertical mobility has been made possible by the three new PG programmes started in 2003 in economics, botany and zoology. In another composite programme of 3 courses, a certificate, a diploma and an advanced diploma are offered respectively at the end of the first and second years of the UG programme. The three courses are internal business, stock market operations and management of retail business. These courses serve the core values of national development and global parity in competencies.

2.1.5 Feedback Mechanism

Student feedback is obtained and processed informally. Interaction in Student Council meetings, opinion polls, excursions and parent-teacher annual meetings are some instances of such informal arrangement. On-the-job training provides feedback on student performance in fieldwork. In the absence of a mechanism to obtain feedback from students and other stakeholders, a structured questionnaire can help initiate a system not only to obtain information but to use the feedback to make curricular reforms.

3.1. Criterion II: Teaching-Learning and Evaluation:

Being essentially a teaching-oriented grant-in-aid college, the institution has made efforts to orient pedagogy to learner's needs and also to make it more effective with the help of modern strategies. Teacher quality is enhanced by facilitating acquisition of higher knowledge through various means.

3.1.1 Admission Process

Admission to courses of study is based generally on merit and it is easily done because all courses are in demand. Reservations are made according to State regulations. Reservations for children of ex-servicemen, the physically challenged, sportsmen and wards of employees are welcome features of the admission policy pursued. Student course-choices are considered by a faculty committee before admission. Merit criteria are made flexible in the case of self-funded programmes although a considerable percentage of seats are filled on the basis of merit. This seems to be inevitable in some contingencies.

3.1.2 Catering to Diverse Needs

The pedagogy of mixed-ability groups is generally managed informally. Routine class assessments and teacher-learner contact help identify slow learners who are given informal assistance to improve their academic competence. They are grouped together for remedial programmes in English. Advanced learners are attached to a large number of "Associations" for developing physical, aesthetic, social and cognitive capabilities by using such organized efforts as the 'Dimensions' 'Career Dimensions', 'Veethee', 'Mayur' and others. They involve them in survey and marketing strategies. The absence of organized arrangements for remedial assistance to the socially deprived may affect equity and developmental needs of such groups. The proposal to attend to this need in the future is welcome. Adoption of formal systems in the place of informal arrangements in this and other areas can be beneficial.

3.1.3 Teaching–Learning Process:

The teaching–learning process manifests efforts to realize learner–centeredness and technology orientation. They are monitored with work-plans and the predetermined academic calendar of events. Student involvement in learning is sought to be realized by means of seminars, projects, case studies and field visits. Role-play is used by students of literature. Group discussions are used by some. Modern education technology is used in instruction. OHP, laptop and LCD are available. The conventional lecture is supplemented by such strategies as are mentioned above. The audio-visual library of the British Council and the IGNOU Study Centre on the campus help some to do reference work and to acquire self-learning skills. Teaching–learning processes can become more learner-centered if learners are increasingly motivated to adopt self-learning with a mastery of study skills as well as self-management of one’s own knowledge development. The college has the potential and expertise to augment such a process, which lies beyond the use of gadgets of modern technology.

3.1.4 Teacher Quality

Teacher quality is enhanced by involvement in research and use of other means of teacher development. Teachers are selected on merit; the rules of the State and UGC are followed; and precautions are made to ensure merit in the selection process. Vacancies are advertised and subject experts guide selection. *Ad-hoc* and substitute appointments also follow qualifications prescribed by the UGC. During the last five years four were appointed *ad-hoc*, four on clock hour basis, four temporary teachers and two on probation. The “clock hour” appointees are paid according to government norms.

3.1.5 Evaluation of Teaching

Teacher accountability is sought to be ensured by a multiple appraisal system. The self-appraisal form used for appraising teacher performance has provisions for a rating section by the H.O.D and another for the Principal to record his remarks. Promotions are linked to performance. Formal student appraisal of teacher-performance has been in practice since 1999. The attitude and academic as well as pedagogic competence of teachers are assessed. Appraisal may be pursued with analysis and interpretation of outcome for effective follow-up action in order to reward pedagogic innovations and success and to devise strategies to remove pedagogic inadequacies and weaknesses with appropriate teacher-development strategies.

3.1.6 Evaluation of Learning

The terminal examination continues to be the major instrument of assessing learning outcomes. In addition, some skill-assessing instruments such as seminars, discussions, projects and class presentations are used by some departments. Practical skills are involved

in other methods like the production of wall magazines and other creative activities. Unification and organization of testing and assessment methods with a systematic assignment of specific weights to different skills, which is attempted by the Department of Commerce for instance, can make assessment strategies more helpful and reliable. Progression in the acquisition of skills may be assessed with a more formal and organized system of assessment.

3.1.7 Evaluation Reforms

Apart from a closer monitoring of examinations, in order to avoid disputes and malpractices the reforms made for evaluation of student performance include (a) the opportunity for examinees to scrutinize their answer scripts; and (b) the provision for verification of marks on paying a prescribed fee. Teaching innovations made during the last five years are (a) making available on the Internet all subject materials for the benefit of learners; (b) on-line project submission (subject to review); (c) publication of the e-journal, “*Journal Academique*”; (d) provision of titles on a wide range of subjects by means of an audio-visual library; (e) the use of modern technological devices for teaching-learning; and (e) collaboration with external agencies. Some of these need review in the light of constraints of practice. On the whole, teaching-learning and evaluation processes show a progression towards perfection which may be achieved if only existing strategies are made more systematic, formal and sustained to promote the self confidence of the learner to acquire self-mastery of knowledge acquisition.

4.1. Criterion III: Research, Consultancy and Extension

The quantum and quality of research, chiefly, in science departments are substantial and commendable. The industry-institution net-working in this arts, science and commerce college has visibly demonstrated the outstanding achievement of coordinated and collaborative research in chemistry and plant biotechnology. This success has made these departments exemplary models for promoting specialized research for national development.

4.1.1 Promotion of Research.

The Research Promotion Committee creates and sustains the research culture of the college. It motivates faculty by appraising them of the availability of assistance for research with funding bodies. The Departments of Economics, Chemistry, Botany and Zoology are recognized research centres. In addition to 3 teachers who had received their Ph.D. degrees under X Plan, two more have qualified for the same during the last five years. The establishment of the Center for Advanced Research in Natural and Synthetic Chemistry and KET’S Scientific Research Centre has enhanced research and consultancy activities. The appointment of an Adjunct Professor has facilitated research in the development of synthetic chemicals. The Vaze Research Group has initiated students in the use of research methods of

collection and analysis of data. Collection of information for periodical wall papers is another such instance. The promotion of research has enriched curriculum. The postgraduate diploma in cosmetology and perfumery would be a curricular gain to students; five students were sent to France to be trained in managerial skills. The management is generous in the promotion of research by granting study leave and extending free IT assistance for the preparation of research papers.

4.1.2 Research Output

Twenty five out of 59 faculty have Ph.D. degrees. There are four ongoing major research projects with DBT and UGC with an outlay of Rs.23 lakhs and 6 minor research projects with ICSSR and Mumbai University with 1.42 lakhs. Industry- sponsored research accounts to about 8 lakhs. Twelve students received assistance from the college to do their research projects. The presence of research culture on the campus nurtures both faculty and students to develop confidence in independent inquiry, to achieve state of the art in both methodology and content. This is particularly true of all science departments.

4.1.3 Publication Output

In the last five years, there are 6 publications in international, and a few in national and popular journals. 80 papers were abstracted in national seminar proceedings. Students present their VRG credit-projects with LCD and their creativity is evinced in the production of wall magazines and other original work.

4.1.4 Consultancy

Knowledge and skill transfer to industry on the one hand and to the rural community in tissue culture on the other have both given financial returns to the college. Agricultural marketing of plants generated by tissue culture holds much promise of considerable income for developmental purposes. Consultancy services are being offered in the preparation of volatile oil, vermicompost, extraction of forskolin and identification of plankton. The major consultancy project in bioremediation is in progress. The college was elevated to the status of a Centre for Potential Excellence (CPE) in recognition of its contribution to higher education, especially in research.

4.1.5 Extension

Extension work done by the college promotes helpful community-industry-college interface resulting in both awareness building and service to the poor. NSS, Vaze Center for Talent Search and the Quality Circle sustain the activities. NSS organizes AIDS awareness and tobacco awareness programmes; promotes water conservation and tree-planting efforts; assists hospitals in blood donation campaigns; and participates in service programmes for the benefit of the mentally retarded children and in literacy mission. The Vaze Center for Talent

Search trains high school children by conducting classes on Sundays to help them take national talent search exams and fifty-four of them have received awards during the last 7 years.

4.1.6 Participation in Extension

The participation of the college with local administration such as the municipal corporation and the police in ensuring water quality and maintaining law and order during public functions respectively inducts students into values of citizenship. Its response to humanitarian needs is quick and voluntary.

4.1.7 Collaboration

The college's collaboration with industry is significant. Research projects in the propagation of *Garcinia indica*, processing and marketing of Patchouli oil and bioremediation work have made collaboration a fairly regular feature of research. The college's participation in the India-EU Biotechnology Programme has promoted collaboration with European States, chiefly, Germany and France.

4.2. Observations of the First Peer Team

The observation of the First Peer Team regarding the need to involve more teachers in research by utilizing available funds has been promptly acted upon and the quantum of research has significantly improved in science and economics. Teachers of the remaining departments, especially humanities, may be encouraged to acquire research degrees, to publish in refereed journals and actively participate in national / international seminars. Their publications are few. The college may also bestow its attention upon students who are affected by inadequate preparation for college education during their earlier education.

5.1 Criterion IV: Infrastructure and Learning Resources.

5.1.1: Physical Facilities

Physical facilities have been made adequate with substantial additions after the visit of the first Peer Team. The total built-in area is 1.80 lakh sq.ft. which includes the addition of structures raised by 80,000 sq.ft. The infrastructure is adequate to operate existing programmes. There are 30 class-rooms of different dimensions; state of the art laboratories for science students; separate men and women common rooms; adequate number of toilets for men and women; an indoor games room; the Gymkhana, gymnasium; a psychology laboratory; an auditorium to accommodate 250 people; a library; and a computer centre besides space within the college for ball games. The well- equipped and neatly maintained chemistry laboratory; the NABL-accredited cosmetology lab; botany and zoology laboratories deserve high commendation. The "best lab practices" and total observance of

safety precautions about volatile and inflammable chemicals and the systematic wearing of aprons by students deserve appreciation. Other research laboratories are equally well equipped with recent instruments. Ample room is provided for all student activities. The student canteen is commodious and well furnished. The food supplied is nutritious and hygienic and the cost is reasonable. The college has made infrastructure provision for expansion of academic programmes during the next academic session.

5.1.2 Maintenance of Infrastructure

Housing-keeping and maintenance of buildings and furniture are not faulted. The garden is well-kept. Premises are constantly mopped and dusted. Toilets are clean and very well maintained. Cleaning is done on outsourced contract. Equipment in labs, especially in biotechnology, chemistry and physical chemistry are guarded carefully in airconditioned rooms. The two computer laboratories have 71 terminals and they are maintained with annual contracts. The infrastructure is optimally utilized for extra curricular and co-curricular programmes of the college and also for the use of external agencies. IGNOU and Vaze Research Group also utilizes it off-schedule. As the demand for courses has already increased, and will continue to increase, the education provided will have many seekers from all other states and across the seas. The college is not equipped to meet such a need. Adequate number of hostels for both men and women may be provided for the purpose. Playground and a health centre are essential to meet primary student needs.

5.1.3 Library as Learning Source

Library services are co-ordinated by the Advisory Committee. The Library has two halls to accommodate about 250 students. The Reference Section provides seating accommodation for 20 students and 10 faculty members. There are 36,476 books, 3 overseas journals and 21 national journals. The book-bank serves the need of the socially-deprived youth. Physically challenged students are accommodated close to the faculty. Library has closed access. 2 books are issued to each student on the basis of requisition slips for a period of a week. Bright students are given “scholar cards” in order to get more books on loan. Some departments have a small collection each in the libraries. There are 4 computer terminals in the library which also provide networking through INFLIBNET and DELNET. As programmes expand, and increasing reliance on automated library services becomes a necessity, library services will have to be augmented to cope with study and research demands.

5.1.4 Computers as Learning Resource

Computer facility has been provided to users of the library since the visit of the first Peer Team in 1998. There are 4 Computers with Internet access in the library. Each student, and every member of the faculty, is free to use the Internet for 42 hours a week with normal

payment. The labs have the UPS backup. The Laser Jet and dotmatrix printers are also available. Software such as MS-Office, Office 2000 OS, Linux, Windows-NT and Novel Netware are accessible to users. The computer centre works from 7 a.m. to 6 p.m. Automation of admission and office procedures is in progress. The college website offers academic assistance to learners and teachers. B.Com. students are given practical training with accounting software and e-commerce package. A laptop and TV mounted on a trolley are kept available for teachers to use in teaching. Teachers are assisted in the preparation of teaching materials for LCD. Non-teaching staff are offered training to use computers. Extension of this facility is indispensable to future development.

5.1.5 Other facilities

Other facilities provided include an outdoor shuttle badminton court, an 'in-house' first-aid facility; accident insurance for all students; coaching for games; water outlets; and space for NSS and other student offices. More space is an obvious requirement for development. The lack of a health centre is a handicap especially for women students. Residential accommodation is essential for students who commute long distances and for teaching and non-teaching staff as well.

6.1. Criterion V - Student support and Progression.

6.1.1. Student Profile

There are about 2800 students who belong to the State of Maharashtra. Women outnumber men. The social profile shows a marginal presence of the socially-deprived and economically poor. The academic profile indicates the presence of a considerable size of students who have had their earlier education in vernacular media. The college has thus the responsibility of adopting suitable strategies to provide effective education to such a multi-lingual and mixed-ability student groups. This can be done with the help of appropriate student support systems for their academic and social progression.

6.1.2. Student Progression

Academic progression in terms of successful completion of university examinations has been significant in recent years. Results in almost all courses point to more than 90% passes with many first classes, distinctions and university ranks. The dropout rate is minimal. Vertical mobility is facilitated for more than 45% of the student body by means of the postgraduate programmes started on the campus. More than the mere academic progress which can be achieved with expert coaching, the acquisition of self confidence and personality strengths with the help of a philanthropic and generous management, a committed and caring teaching community and the support systems have created a new generation of outstanding individuals in many walks of life. The alumni include topmost scientists, business executives, distinguished officers in IAS, IFS, and other services, public leaders, a Miss World, national

swimmer and an international badminton player and hundreds of young men and women who give leadership. Alumnae of the college attest such success stories.

6.1.3. Student Support

There are several support systems which facilitate progression from the time a student joins the college until he or she leaves to open a career in the world. The information support is provided by the prospectus, notices and brochures and it is effectively disseminated among the freshers with orientation programmes and faculty-student meetings. Instructional support is given by competent and well-qualified faculty with the help of modern and helpful pedagogy. Infrastructure support includes library and computer services. The sustained coaching offered to youth at the higher secondary stage to take exams such as the talent search test is an effective support. The curricular support given by making a wide range of course options – core, non-core and vocational – possible has enabled students to find their own aptitudes, interests and strengths. Internships with industry have reinforced them. The financial support generously given by the philanthropic management by means of endowments (153, Rs.1,30,700), freeships (15, Rs.15000) and institutional scholarships (Rs.41,35,800) has helped many students in need government scholarships and freeships amount to Rs.8 lakhs. The technological support extended to them with free computing hours and free use of the library learning resources has helped many to acquire skills and competencies that equip for life.

6.1.4. Student Activities

Optimal utilization of student support and services has augmented student activities, some of which are outstanding. Sports, games and culturals have brought jubilant moments to the college: Many coveted awards, prizes and honours crowned many a youth of the college in dance, gymnastics, world beauty contests, and other events. In the field of service NSS has won unique honours. Accomplishments in debates, symposia and other competitions have been extraordinary in a few cases. Student progression has been a matter of legitimate pride of the institution which has nurtured talent expending human and material resources generously. Formal arrangements may be made to help students from regional media who need support to cope with demands of learning. Student support in this area needs to be professional and effective. Formal and strategies for personality development such as language lab and training programmes for entry into civil and other services alone can achieve that which informal arrangements cannot sustain. And this need was expressed by some parents.

7.1 Criterion VI - Organisation and Management.

The management is committed to the cause of imparting quality education to different segments of students irrespective of caste, creed and religion.

7.1.1 Orientation and Decision Making.

The management makes sincere efforts to achieve the goal of integrated development of critical ability, work ethic and personality. It believes in the principle of “no business in charity” and takes keen interest in involving industrial units in institutional development. The Chairman of the Trust is a great visionary and a believer in maintaining the sanctity of education. The objective decisions taken by the Governing Body are systematically implemented for the promotion of academic quality sustenance and enhancement.

7.1.2 Organisation, Structure, Powers and Functions of Functionaries.

The structure of governance is represented by the Board of Trustees, the College Advisory Committee (Governing Body), and the Local Managing Committee (LMC). The Principal who looks after the day to day academic and administrative activities of the college is ex-officio Secretary of the Governing Body and the Local Managing Committee. The LMC follows the principle of participative, decentralized and interactive governance and it meets twice a year. There are separate committees for admission, academic calendar, examinations, attendance, introduction of new courses, budget utilization, cultural and gymkhana activities and for review of performance.

7.1.3 Perspective Planning.

The college has prepared a master plan encompassing an agenda for action in the next five years. It proposes to start a postgraduate diploma in perfumery cosmetic management, M.Sc. biotechnology, B.A. mass media and other career-oriented courses approved by the UGC such as stock market operations and management of retail business. The management proposes to build a sports complex and raise a corpus fund for student welfare.

7.1.4 Human Power Planning and Recruitment

Selection of members of the faculty is made in accordance with the norms laid down by the university / state government, while non-teaching staff are appointed by the selection committee headed by the Principal, with two representatives of LMC as its members. Merit selection is a contributory factor to the high level of academic performance.

7.1.5 Performance Appraisal.

Formal assessment of teacher performance is made by students with questionnaire.

Assessment of student performance is made through group discussions, assignments on current topics, project work and seminars besides terminal examinations held at the end of course.

7.1.6 Staff Development Programmes

The Management encourages teachers to participate in various programmes aimed at upgradation of skills and knowledge. Teachers are encouraged to pursue their research activities, participate in conferences and publish their research findings. Computer literacy programmes are conducted for the benefit of non-teaching staff members. The Management provides financial assistance for medical needs of staff members besides reimbursing fees of wards of faculty members.

7.1.7 Resource Mobilization.

The college is identified by the UGC as a “College with Potential for Excellence” during X Plan and it has already received Rs.30 lakhs as first instalment. The resource mobilization is through grants of the Trust, endowments by alumni, parents and well-wishers, consultancy, research grants. The Management has invested approximately 15 crores so far in the development of the college infrastructure. The industrial backing extended by the Chairman of the Trust to the development of the college is commendable.

7.1.8 Financial Management.

There is a statutory audit of accounts prescribed by the Bombay Public Trust Act. There is regular internal audit and the management ensures financial accountability in multiple ways. The transparency in financial transactions and the selflessness of the members of the Management, in the effective use of money is noteworthy.

8.1. Criterion VII – Healthy Practices

The college has earned reputation for offering quality education to students. In the last five years, a good number of State and National-level conferences on different aspects of quality and relevance of higher education were organized by the college.

8.1.1. Total Quality Management.

The management is progressive, quality conscious and works with a sense of accountability. The vision, goals and objectives of the institution and its altruistic the philosophy of management have contributed to the development of generations of youth. The college does not accept capitation fee and admissions are transparent according to the norms of the state.

8.1.2 Innovation

Vaze Centre for Talent Search (VCTS) is an innovative social activity initiated by the management for training students by stimulating their potential for critical thinking . The introduction of a group insurance scheme for students and the establishment of various

associations for student activities as well as the initiative of the project on bioremediation for cleaning the lakes in Thane city are noteworthy.

8.1.3 Value-based Education

Value-based education is given to mould students into humanistic individuals. Education oriented towards societal needs and civic responsibilities is imparted to them by a disciplined cadre of teachers.

8.1.4. Social Responsibilities and Citizenship Roles.

The quality of education imparted by the college is of a high order. Besides academic programmes, the college provides ample opportunities for service in the sectors of community welfare, environmental protection and health of citizens. The college is striving to create a disciplined cadre of responsible citizens.

8.1.5. Overall Development

Transparency in decision making, cohesion among faculty members, the impressive record of student performance the dedicated work of teacher the loyalty alumni are notable attainments of the college. Many alumni occupy prominent positions in different fields of life both within the country and abroad. The committed back up of the industrial house of the college and vision of the Chairman of the Trust in establishing the strong industry-academic co-operation interaction have resulted in the significant growth of the college in terms of infrastructure and quality of teaching and research.

8.1.6 Institutional Ambience and Initiatives.

The college offers an excellent interface for academic interaction among different stakeholders in higher education. The disciplined work culture of teaching and non-teaching staff and students is commendable. Perfect harmony exists on the campus which is conducive to the cause of education.

SECTION - III

9.1 Overview :

The healthy over-all growth of KET's Vinayak Ganesh Vaze College earned for the college the status of a College with potential for excellence which was conferred by the UGC. During the last five years after its first accreditation, the institution has carefully attended to the suggestions made by the first Peer Team, especially those related to programme options, research and consultancy as well as infrastructure development and student support. The Team is impressed with a forward-looking Management, headed by a progressive

Industrialist-philanthropist as its Chairman, ably supported by a dedicated team of teaching and non-teaching staff.

9.2 The institution deserves commendations for the following issues and initiatives:-

- a perceivable industry–institution interface for furthering research and consultancy;
- dynamism in establishing adjunct faculty drawn from premier institutions, to strengthen research endeavours.
- The management’s financial support to research students to pursue doctoral programmes.
- The liberal financial support extended by the management to set up laboratories with state of the art, for advanced research in frontier areas of chemistry and biotechnology.
- introduction of student welfare measures – group insurance and a large number of freeships and endowments;
- opportunities and support provided to the otherwise–challenged and the economically needy;
- staff welfare measures including prompt payment of salaries;
- the substantial revenue expenditure borne by the Management over 3 crores and capital investment in infrastructure and equipment worth over Rs.15 crores;
- commendable “good laboratory practices” adopted in laboratories, especially in the Chemistry and Biotechnology Departments;
- notable alumni profile and progression;
- setting up of a “Vaze Centre for Talent Search” run by alumni and present students on its own web-site, and reaching out to high school children;
- initiatives to effect knowledge and skill transfer from lab to land;
- a strategic and viable master plan for the next five years;
- the congenial ambience to develop integrated student personalities;
- the ‘in-house’ e-journal and inculcate research awareness and scientific temper among the undergraduates; and
- the transparency and open maintenance of office documents, minutes of the meetings of departmental heads and documents pertaining to student feedback and procedures for instant retrieval of documents.

9.3 The Peer Team has the following suggestions which the institution may consider :-

- to make efforts to attract students from outside India, and achieve global parity of programme options;
- to strengthen student support further by establishing hostels and health care systems.

- to motivate arts, and humanities disciplines (including Languages) to undertake structured research and publish research papers in refereed journals and to actively participate in subject seminars and workshops by presenting papers;
- to provide a formal and structured remedial programme to the weak and slow learners especially for students from vernacular media, and to challenge the advanced;
- to provide more reading room space and improve access to the library, including reprographic facilities to students;
- to make arrangements for outdoor parking of student vehicles;
- to introduce subject options for arts and commerce students including options to choose other foreign languages in addition to French;

The members of the Peer Team wish to record their appreciation of the services to the college by Sri Govind D. Kelkar, Chairman of the KET's Educational Trust and other members of the Management, particularly the former Principal and present Secretary of the Kelkar Education Trust, Dr. M.R. Kurup, the present Principal, Dr.G.T. Paratkar and all the teaching and non-teaching staff. The members of the team express their thanks to all of them for their whole-hearted support and co-operation in the completion of the reassessment and re-accreditation process.

Names of the Peer Team Members

Signature

1. Dr. C.K. Kokate	(Chairman)	Sd/-
2. Prof. Shakuntala Katre	(Member)	Sd/-
3. Rev. Fr. Francis Soundararaj	(Member)	Sd/-

I have gone through the above report and agree with contents therein

Dr.G.T. Paratkar
Principal
KET'S Vinayak Vaze College

Dated: 09th February,2005

Place : Mumbai,

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