



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
SAROJINI NAIDU VANITA MAHA VIDYALAYA
C-25822
Telangana
Hyderabad
500001

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:	SAROJINI NAIDU VANITA MAHA VIDYALAYA Hyderabad Telangana 500001
2.Year of Establishment	1962

3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	-
• Departments/Centres:	22
• Programmes/Course offered:	2
• Permanent Faculty Members:	115
• Permanent Support Staff:	95
• Students:	2452
4.Three major features in the institutional Context (As perceived by the Peer Team):	<ol style="list-style-type: none"> 1. An aided Women's College in tier I city catering predominantly to first generation learners. 2. Philanthropic, proactive Management 3. Spacious infrastructure for teaching-learning process.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 27-03-2018 Visit Date To : 28-03-2018
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Sheela Ramachandran
Member Co - ordinator:	Ajanta Rajkonwar
Member:	Lily Alley
NAAC Co - ordinator:	DR. MOHIT TIWARI

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	The institution ensures effective curriculum delivery through a well planned and documented process
1.2	<i>Academic Flexibility</i>
1.3	<i>Curriculum Enrichment</i>
1.3.1 QIM	Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	<i>Feedback System</i>

Qualitative analysis of Criterion 1

Sarojini Naidu Vanit Maha Vidyalaya is a government aided women's college, situated on exhibition grounds in the heart of Hyderabad, a Tier I City. The College offers both aided and self-financed programmes conducted by 22 departments. Being non-autonomous and affiliated to Osmania University, the College follows the curriculum and examination pattern of the parent University. The 3 UG Programmes in 17 disciplines with 12 combinations, and the 4 PG Programmes in 7 disciplines offer flexibility to students to choose from. The University has adopted the CBCS and semester system from 2016-17 onwards as per the UGC's pattern.

Environmental Studies and Gender sensitization are offered as Ability Enhancement Compulsory Courses and a set of 15 Skill Enhancement Courses offered for various UG programmes provide scope for limited academic flexibility. Options for academic flexibility are mainly through the triple major options of UG Programmes. The College follows a system of curriculum delivery through the Academic Committee by preparation of academic calendar, lesson plan, year-wise teaching diary and monitoring by Heads of Departments. Four value-added courses have been offered, but no new programmes or Certificate/Diploma Courses have been introduced in the last 5 years. Field projects or projects are a part of the UG & PG curriculum, while the MBA students also undertake internships. NIPUNI, the on-campus skill training centre, offers opportunities for skill training to the students. Annual feedback on curriculum and few other parameters is through a structured proforma obtained from students. Few other informal avenues for feedback are suggestion box and class counsellor system. However, feedback from other stakeholders, viz. academic peer and employer is in an informal manner. Consolidation and action taken on the response can be improved in a structured and effective manner. Few Senior faculty, as BOS/Academic Council members also give feedback to the University.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)

2.1	<i>Student Enrollment and Profile</i>
2.2	<i>Catering to Student Diversity</i>

2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	<i>Teaching- Learning Process</i>
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Innovation and creativity in teaching-learning
2.4	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
2.5.1 QIM	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level
2.5.2 QIM	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
2.5.3 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.4 QIM	The institution adheres to the academic calendar for the conduct of CIE
2.6	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	<i>Student Satisfaction Survey</i>

Qualitative analysis of Criterion 2

The admission process at the college is as per Government norms and Reservation Policy. Admissions are done through single window, by the parent University from 2017-18. Quite a few of the students are first generation learners. The College conducts orientation programme for the first years. The academic capability of the students is assessed by the respective teachers after the first internal tests or University exam, and academically weak students are provided with frequently asked questions, besides peer teaching at times. No formal system for remedial coaching is present. Advanced learners are encouraged to participate in paper presentations and provided with additional books, if required, all of which again is informal. Teaching- learning process is predominantly through traditional methods like chalk & talk method, field and industrial visits, practicals, seminars and assignments. The learning in MBA Programme also is through case studies and role play. Projects also provide learning experiences in some programmes. Facilities to use ICT for teaching-learning are moderately available, however, used conservatively. The number of aided teachers are only 12 from among a total of 115 due to no appointments being made by the government. Around 24 percent of teachers are doctorates, predominantly among them being from the self-financed stream. Around 4 percent of the teachers have received awards and recognition, with only one NSS PO awardee at national level. The evaluation and examination system is as per that of the parent University. Students are aware of the CIA tests only just before the date of test. The average pass percentage of students in university exams is 70-80 percent. Examination related grievances are addressed only by the University with support from the college. Neither the College nor University have spelt out the POs, PSOs & COs.

***Criterion3 - Research, Innovations and Extension
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)***

3.1	<i>Resource Mobilization for Research</i>
3.2	<i>Innovation Ecosystem</i>
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	<i>Research Publications and Awards</i>
3.4	<i>Extension Activities</i>
3.4.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.5	<i>Collaboration</i>

Qualitative analysis of Criterion 3

Promotion of research across the college is only through a Research Committee, moderately facilitating proposal writing and orientation for research. Facilities available for research are WiFi, Computers, N-List, few hard copies of journals and few research equipments, besides others. Few departments like Chemistry, Botany, Management and Economics besides a few others have been funded for 11 research projects over the last 5 years. The college has conducted 14 workshops/seminars on IPR and industry academia innovative practices and other topics during the last five years. The institution has yet to adopt stated Code of Ethics to check malpractices and plagiarism in Research. The number of Ph.Ds. awarded, research publications and the number of books and chapters in edited volumes and conference proceedings needs to be enhanced. The NSS wing of the college conducts several programs sensitizing students to social issues, bridging the gap between the educated and the uneducated by various skill development programs, extension and outreach programs in collaboration with industry, community and NGOs, leading to holistic development. The college needs to lay special emphasis on linkage for faculty exchange, student exchange, internship, field trip, on the job training, research etc. And most importantly the college has to take up functional MOUs with institutions of national and international importance and other universities among others.

**Criterion4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrics(QIM) in Criterion4)**

4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Qualitative analysis of Criterion 4

The institution has 60 classrooms of which 16 are provided with LCD Projectors. The Departments have well equipped laboratories for teaching, eight computer labs, 4 audio-visual seminar halls and an auditorium with a 600 seating capacity. Facilities have been provided for sports and games such as archery, karate, judo, wrestling and yoga, besides others. The students are encouraged and given ample scope for training and participation in State, National and International level sports competitions. Moderate budget for infrastructure augmentation and maintenance is available. The library has e-journals and e-books which are shared from the PG library. The ICT facilities are good but underutilised. The remote access to e-resources of the library and usage of the library by teachers and students need to be enhanced. Facilities for e-content development needs to be improved. There are few systems and procedures for maintaining and utilizing physical, academic and support facilities of the college. The Annual Maintenance contract is in place with sufficient budget allocation. Spacious and well maintained hostel facilities are available, managed by the Management.

**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
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Qualitative analysis of Criterion 5

The average percentage of students benefitted by scholarships and freeships during the last five years has increased since 2013-14 but it has been observed that in 2012-13 it was above average. The Management also supports the needy students through scholarships and freeships. Training for competitive examinations and career counselling are a few, but the number of students enrolment has decreased from 2015-16 to 2016-17. The college has to concentrate on Vocational Education and Training also. The average placement of outgoing students' progression to higher education and average percentage of students qualifying in NET/SLET/GATE/GMAT/CAT needs to be enhanced. Training for such progression needs to be more intensive. The outstanding performance of students in sports/cultural activities at national/international level is commendable. The College has Representatives and Assistant Class Representatives who interact with faculty Representatives periodically. The Anti ragging and the Grievance Redressal Cell carry out their responsibilities when needed. There is no registered Alumni Association. The students are confident and disciplined and their performance and participation in co and extra-curricular activities is appreciable. The 200 NCC and 300 NSS Cadets/Volunteers are also dynamic.

**Criterion6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)**

6.1	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	<i>Strategy Development and Deployment</i>
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	<i>Faculty Empowerment Strategies</i>
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	<i>Financial Management and Resource Mobilization</i>
6.4.1 QIM	Institution conducts internal and external financial audits regularly

6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	<i>Internal Quality Assurance System</i>
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years (<i>in case of first cycle</i>) Post accreditation quality initiatives (<i>second and subsequent cycles</i>)

Qualitative analysis of Criterion 6

The Institutional Vision, Mission and Motto reflects the efficiency of the leadership for overall progressive functioning of the institution. The College has five committees under the Governing Body for the institutional development. However, perspective plan has not been spelt out by the college authority. The IQAC works as and when needed and needs to establish a functional IQAS in the College. The College follows the government/AICTE prescribed service rules. Performance and quality needs to govern the promotion of the teachers under management sanctioned posts. Implementation of e-governance in planning and development, administration, finance and accounts, student admission and examination need to be enhanced in the college. Various committees like Anti-Ragging, Grievances Redressal Cell, Academic Committee, Core Committee. Library Committee and others need to be interlinked through the IQAC. Measures for capacity building of teaching and non-teaching staff should be augmented. The Performance Appraisal System for teaching and non-teaching staff is in place in the College. Informal internal and external academic and administrative Audit has been done. Regular internal and external financial audits are being conducted by the institution. The College receives grants from the Management besides governmental and utilize resources as and when required. The IQAC through various committees informally reviews the various academic processes. The recommendations of the previous report have been met. The institution has developed new NIPUNI Skill Centre. New UG & PG Programmes have not been introduced. Sixteen classrooms have been provided with LCD Projectors. Faculty members have participated in Orientation and Refresher Courses. An MOU with SETWIN, a Government of Telangana State Undertaking, has been signed for DTP Certificate Course and Fashion Designing. Language lab has been established. Civil Service and Banking Service Coaching has been initiated.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	<i>Institutional Values and Social Responsibilities</i>
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7.1.2 QIM	1. Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room
7.1.5 QIM	Waste Management steps including: <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	Green Practices <ul style="list-style-type: none"> • Students, staff using <ul style="list-style-type: none"> a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	<i>Best Practices</i>
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	<i>Institutional Distinctiveness</i>
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7

The college is a Women's College with staff of both genders in the heart of the city on Exhibition Grounds, with exhibitions being held for a month annually. The hostel is also on campus. Hence, the safety and security of the stakeholders is given prime importance with well compounded area and security guards. CCTV surveillance, close monitoring and in-house Matrons and Warden assure the same. However, the college is not aware of the Anti-sexual Harassment Policy of the government, and the absence of the ICC is evident. A lift and few staircases with railings are available which can be used by the differently abled also. Environment consciousness and green initiatives are through course in curriculum, travel by majority by public transport, few plants and medical plants within the main college building, two moderate pits for rainwater harvesting to facilitate ground water increase, 5 KVA Solar panels among others. Several national days and festivals, besides observance of days of contributions of great personalities are celebrated. In fact, the students are talented in Indian tradition, folk dance and art demonstrated through cultural performance. The college promotes such traditions through options offered to students to train themselves in few tailoring and art related women-oriented skills as and when conducted by the NIPUNI Skill Centre is a best practice identified by the college. Skill training of nearly 6000 beneficiaries of the NSS adopted villages by the NSS volunteers, is yet another claim as a best practice by the college. The transparency in execution of various processes is average. The vision and mission of the institution to educate, empower and liberate women through value based education is practised by the academic and extra-curricular initiatives, especially for more than 60 percent socio-economically disadvantaged and first generation learners.

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

Overall Analysis

Strength:

1. A philanthropic and proactive Management sourcing funds for developmental activities.
2. Enthusiastic and motivated students.
3. Senior & Qualified faculty, but predominantly inbred.
4. Few Research motivated departments like Chemistry, Botany & MBA with publications.
5. Adequate spacious infrastructure in heart of Hyderabad, a Tier I City.
6. A good number of students are found excelling in sports at state, national and international levels.

Weakness:

1. Limited exposure of faculty to development in higher education.
2. Lack of innovative teaching, learning and evaluation methods to facilitate outcomes of learning.

3. Inadequate use of ICT and other facilities for teaching, learning and research.
4. The college lacks formal linkage with centres and organizations of excellence in India and abroad.
5. The absence of registered Alumni Association and sustained alumni support.
6. Inadequate system approach for perspective planning and implementation for short term and long term goals.
7. Only few teachers are members of various committees with limited delegation of responsibilities across the college, very essential for sustained quality drive in the college.
8. Inadequate documentation of consolidation, deliberations, discussions, decisions and impact or outcome of various administrative and academic verticals.

Opportunities:

1. The college being a government aided college of long standing could attract funding for various initiatives through governmental and non-governmental agencies.
2. The college could attract the best students nationally and globally being in the heart of the progressive capital of the State.
3. Its urban presence could facilitate academic, research, skill-oriented, innovative consultancy oriented, and knowledge sharing avenues through collaborations with premier institutes, industry and others.
4. Exploring & obtaining extra mural governmental & non-governmental funding for research and consultancy by qualified faculty.
5. Having the skills of students for placements through training and networking with Core & IT Companies taking advantage of the location of the college.

Challenges:

1. Transformation of majority of students who are either socially & economically disadvantaged or first generation learners into well educated and well placed citizens.
2. Admissions to programmes in Humanities.
3. Attracting the best of students of the State & India especially from the twin cities itself.
4. Recruitment, capacity building and retention of highly qualified faculty with diverse talents.
5. Upgrading of infrastructure, facilities and equipments, especially, sciences and their optimum utilisation.
6. Enhancing the establishment, maintenance and effective implementation of a functional e-governance and ICT system.

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)

- Management, leadership and faculty to keep abreast with national and global changes in the perspective, delivery and impact of higher education.
- Long term and short term perspective plans for the growth and development of the outcomes of education in the college to be prepared, executed and sustained through strategic deployment of responsibilities.
- The IQAC to be the heart of all quality systems and initiatives establishing a functional and organized IQAS in the college.
- Traditional and contemporary programmes and courses to be introduced continuously for vertical and horizontal mobility of students in core academics, research and skill education.
- Innovative and creative learning experiences to be adopted in tune with attainment of specific outcomes of courses, programmes and graduate attributes.
- Capacity building of teaching and non-teaching staff on awareness, development of skill sets and upgradation of knowledge to be a planned and on-going activity of the institution.
- Upgradation of labs, equipments, e-governance, library and ICT needs to be done, promoting constant and optimum utilisation of the same.
- Student centric training facilities, opportunities and systems need to be enhanced, especially for placements, industry oriented skill training, communication and soft skills, among others.
- Knowledge creation and knowledge dissemination to be enhanced through promotion, upgradation and conduct of research, innovative and consultancy projects and Peer-reviewed quality publications.
- Suggested to establish a registered functional Alumni Association with proactive participation of alumni for the growth and development of the college.

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

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Sheela Ramachandran	Chairperson	
2	Ajanta Rajkonwar	Member Co-ordinator	
3	Lily Alley	Member	
4	DR. MOHIT TIWARI	NAAC Co-ordinator	

Place:

Date