

Peer Team Report
For Institutional Re-Accreditation
of

Stella Maris College (Autonomous)
17, Cathedral Road,
Chennai-600 086

28th to 30th August 2008



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 (PTR)

Section I : GENERAL	Information
<p>1.1 Name & Address of the Institution :</p> <p>1.2 Year of Establishment</p> <p>1.3 Current Academic Activities at the Institution (Numbers) :</p> <ul style="list-style-type: none"> • Faculties/Schools : • Departments/Centres : • Programs/Courses offered : • Permanent Faculty Members : • Management appointed : <ul style="list-style-type: none"> - Full Time (Permanent) - Temporary • Permanent Support Staff : • Students 	<p>Stella Maris College (Autonomous)</p> <p>17, Cathedral Road, Chennai – 600 086 (Tamil Nadu)</p> <p>15/08/1947</p> <p>3</p> <p>19</p> <p>PG 12 UG 13 M.Phil 5</p> <p>Ph.D. 2 P.G.Diploma 2 Certificate 11</p> <p>89 (Sanctioned 110)</p> <p>50</p> <p>44</p> <p>88</p> <p>UG 3137 P.G. 537, Total 3692</p> <p>M. Phil 18, Ph.D. 05, Diploma 08</p>
<p>1.4 Three major features in the institutional Context (As perceived by the Peer Team)</p>	<ul style="list-style-type: none"> • A minority Catholic institution, the college attained Autonomous status in 1987. • Sixty years of existence as a college providing education to women with a commanding reputation. • Multi-faculty college with a rich academic ambience, commitment to society and very good infrastructure.
<p>1.5 Dates of visit of the Peer Team</p> <p>1.6 Composition of the Peer Team which undertook the on-site visit:</p> <p>Chairperson</p> <p>Member/s :</p>	<p>28th to 30th Aug. 2008</p> <ol style="list-style-type: none"> 1. Prof. S. Jayarama Reddy, Former VC, Sri Venkateshwara University, A.P. 2. Prof. (Mrs.) Veena Romy Mistry, former PVC, M.S. University, Baroda 3. Dr. (Mrs.) Rita Bakshi, Principal, Ginni Devi Modi Girls PG College, Modinagar, U.P

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Member Coordinator/NAAC Coordinator :	4. Dr. (Mrs.) Sujata Shanbhag , Assistant Adviser, NAAC
Section II : CRITERION WISE ANALYSIS	Observations (Strengths and/or Weakness) on Key Aspects (Please limit to <i>three major ones</i> for each and use telegraphic language)
<p>2.1 Curricular Aspects :</p> <p>2.1.1. Curricular Design & Development</p> <p>2.1.2 Academic flexibility :</p> <p>2.1.3. Feedback on Curriculum</p>	<ul style="list-style-type: none"> • Academic programs and courses are in line with the well stated vision and mission statement as well as objectives of the College. • Being an autonomous institution, sincere attempt is made to introduce innovative and value added courses with a wide range of programs offered at both UG and PG level. • The faculty members of Boards of Studies in each department are involved in curriculum design and development and the syllabi are revised and updated regularly. • A large number of programs with choice based credit system, elective options and interdisciplinary system are available to the students. • The college offers several UGC sponsored Add-on courses as well as Diploma and Certificate courses. • The curriculum offers major and allied course options to the students in accordance with their abilities and interests. P.G. Students are offered inter-disciplinary elective courses. • Feedback on curriculum is obtained from students, employees, NGOS and GOs and from Peer Teams deputed by the University, State Government etc, and forwarded to the Boards of Studies.

<p>2.1.4. Curriculum update</p>	<ul style="list-style-type: none"> • Responses received from all the stake holders are analyzed and acted upon. • Heads of the departments obtain feedback on curriculum from the faculty and students, forward the same to the Boards of Studies for necessary curriculum upgradation. • The syllabi are revised every three years: the last revision made in all the departments was in 2007-08 • Conscious effort is made to modify and enhance courses to promote National Development and social commitment. • Post - accreditation 21 new courses (2 M.Phil, 7 PG, 1 UG, 7 UGC Certificate Add-on courses & 4 other certificate courses) have been introduced.
<p>2.1.5. Best Practices in Curricular Aspects (If any) :</p>	<ul style="list-style-type: none"> • Conducting Conferences, Seminars, Invited Lectures, professional and skill development programs etc. as an integral part of curricular activities has been institutionalized. • Introduction of CBCS and credit transfer system towards quality sustenance and enhancement. • Social Awareness, NSS, NCC, Games and Functional Literacy Programs form part of the curricula.
<p>2.1. Teaching-Learning & Evaluation : 2.2.1. Admission Process and Student Profile :</p>	<ul style="list-style-type: none"> • Admissions are made through entrance test, interview, and merit basis as per Government norms. • Prospectus and help desk containing information regarding academic plan, evaluation methods, and other activities are provided to the students in the beginning of the academic year.



	<ul style="list-style-type: none">• The College is committed to provide access and equity by following reservation policy. Admission to economically weaker sections of the society and first generation learners are granted on priority basis.
2.2.2. Catering to the diverse needs:	<ul style="list-style-type: none">• Pre-Program Assessment and streaming of students in English proficiency to provide for competency based learning.• Remedial and bridge courses are offered to special groups of students.• Tutorial system is introduced and various methods are used to enhance acquisition of learning.
2.2.3. Teaching-Learning Process :	<ul style="list-style-type: none">• The College prepares a detailed academic calendar aiming to integrate the teaching, learning and evaluation process.• Lecture method is supported by ICT, projects, seminars, group discussions, role play, journal reading and presentations, On Job Training and Internships.• An academic ambience that practices a learner friendly, experiential approach which promotes and leads to holistic development of students.• Students are encouraged to write articles on selected topics for publication in the departmental journals in some departments.
2.2.4. Teacher Quality :	<ul style="list-style-type: none">• Sixty one faculty members have obtained Ph.D and 94 M.Phil degrees and 34 faculty members have cleared NET/SLET.• Professional development of teachers is encouraged towards pursuing higher studies, collaborating with research institutions in India and abroad and organizing as well as participating in conferences, seminars,



<p>2.2.5. Evaluation Process and Reforms:</p> <p>2.2.6. Best Practices in Teaching-learning and Evaluation (If any):</p>	<p>workshops etc. However, more teachers need to pursue doctoral studies.</p> <ul style="list-style-type: none"> • During the last five years Principal and four teachers have received distinguished awards. • Student evaluation is based on both continuous internal assessment and semester examinations. • Central evaluation and double valuation system are practiced. There is also the facility of supplementary exams. • Results are declared as per schedule and conveyed to parents. • Post-accreditation experiential teaching, student-centric practices including introduction of remedial teaching, and special attention to slow learners have been enhanced. • Collaboration with industry and NGOs for student internships. • Some departments practice open book examination system.
<p>2.3 Research, Consultancy & Extension :</p> <p>2.3.1. Promotion of Research :</p> <p>2.3.2. Research and Publications Output:</p> <p>2.3.3. Consultancy :</p>	<ul style="list-style-type: none"> • Some attempts are made to promote research. • Nineteen faculty members have acquired Ph.D degree after accreditation and 22 are pursuing. • Concerted effort is required towards promotion of research and publication. • Six major and six minor research projects are ongoing and ten have been completed. • There are limited publications (33) in referred journals. • Limited efforts are made towards offering consultancy. • Expertise available at the college is freely shared with sister institutions, NGOs etc.

<p>2.3.4. Extension Activities:</p>	<ul style="list-style-type: none"> • Good extension activities are conducted through the NSS, NCC and departments. • The college has established three extension centres which are very active (Sangamam, EDC and Functional Literacy cell). • Extension linkages with NGOs, GOs exist; blood donation camps are organized regularly.
<p>2.3.5. Collaborations :</p> <p>2.3.6. Best Practices in Research, Consultancy and Extension (If any) :</p>	<ul style="list-style-type: none"> • Good attempts at collaboration with industries and NGOs for student internship leading to better placements. • Collaborations with international agencies / institutions for student and staff exchange. • Extension activities are mandatory at both UG and PG level which aids in sensitizing and creating a sense of commitment among students. • Sharing of expertise on autonomy, accreditation and CBCS and motivating institutions of higher education to adopt them.
<p>2.4. Infrastructure and Learning Resources:</p> <p>2.4.1. Physical Facilities for learning:</p> <p>2.4.2. Maintenance of Infrastructure :</p>	<ul style="list-style-type: none"> • For a metropolitan city, the college has a comparatively large and green campus area (19.5 acres) and easily accessible. • It has good provision of buildings and infrastructure for academic, co-curricular and administrative functioning. • Seminar halls, auditoriums, state of the art computer labs, language lab etc, facilitate the learning environment and in organizing co-curricular programs. • Infrastructure is well maintained by the maintenance staff appointed by the college and AMCs wherever required. • Increment in infrastructure is made as per the

<p>2.4.3. Library as a Learning Resource:</p>	<p>needs detailed in the master plan.</p> <ul style="list-style-type: none"> • Adequate budget allocation is made for maintenance. • The college library is spacious, has an attractive ambience and is optimally utilized by faculty and students. • Besides the central library, many departmental libraries provide easy access to staff and students. • The library is automated with Malibnet.
<p>2.4.4. ICT as Learning Resources :</p> <p>2.4.5. Other Facilities:</p> <p>2.4.6. Best Practices in the development of Infrastructure and Learning Resources (If any)</p>	<ul style="list-style-type: none"> • LCD Projectors 20, OHP 30 and TVs 7 • Total number of computers are 506 with 7 servers. Eighteen departments have computer facilities. • Rs.65 lakhs spent on computers. • Book bank in every department and a health care facility. • 406 Computers have internet facility for both students and teachers • Common room for students • Good security provided on the campus • Good canteen and fresh fruit juice centre • Funding through projects and international agencies • Reverse osmosis plant provides safe drinking water to resident students and day scholars
<p>2.5 Student Support and Progression:</p> <p>2.5.1. Student Progression:</p>	<ul style="list-style-type: none"> • Student performance at the examinations both at PG and UG levels are good. • Most of the students get employed after graduation and some go for higher studies. A few have become IAS and IPS officers.

2.6.2. Organizational Arrangements:

non teaching staff.

- There is a well defined and de-centralized organizational structure which enables smooth functioning of academic and administrative bodies. However, the functioning and linkages across the bodies needs to be systemized.
- As an autonomous college, it has evolved mechanisms for internal co-ordination.
- The IQAC is in place. However, its functioning needs streamlining
- The Management, Principal, Vice Principals, Deans of Academic and Student Affairs as well as Heads of the Departments work in close coordination for formulation of strategic planning and day to day functioning of the college.
- The institution uses data information and feedback obtained to improve its administrative and academic development.
- The college is yet to set up a formal Management Information System.
- As an autonomous institution, the college has devised methods for performance assessment of the faculty and staff, which is scrutinized and disseminated to the concerned staff.
- Teaching and non teaching staff are provided opportunities for professional development.
- Schemes are in place for the welfare of staff, and surprisingly the salary scale of Management appointed supporting staff is higher than Government appointed staff.
- The college prepares its annual budget regularly and there is transparency in terms of financial outlay as well as utilization.

2.6.3. Strategy development and deployment:

2.6.4. Human Resource Management:

2.6.5. Financial Management and Resource Mobilization:

<p>2.6.6. Best Practices in Governance and Leadership (If any)</p>	<ul style="list-style-type: none"> • Regular internal and external audit systems are followed and the computerization of the finances is in place. • A “we feeling” exists across the various sectors and stake holders of the institution. • Administrative and financial procedures are clearly delineated. • Health insurance for all the students and mediclaim for the staff and faculty
<p>2.7 Innovative Practices:</p> <p>2.7.1. Internal Quality Assurance System :</p> <p>2.7.2. Inclusive Practices :</p> <p>2.7.3. Stakeholder Relationships :</p>	<ul style="list-style-type: none"> • Along with IQAC, several committees oversee quality control. IQAC membership may be expanded to include members from industry, parent and student representatives. • Academic schedule well planned and strictly followed. • Needs of socially and economically disadvantaged students are met. • Integration of students from different economic strata. • Infrastructure for physically challenged and visually challenged adequate. Ramps may be constructed in some buildings. • Alumnae association has been in existence since mid-seventies and plays an active role in conducting various activities. • Remedial coaching is systematically organized and conducted. • Sound and caring relationships among management, administration, staff and students



Section III : OVERALL ANALYSIS	Observations
<p>3.1 Institutional Strengths:</p>	<ul style="list-style-type: none"> • Good governance and sound financial position • National and international linkages for academic programs • Well maintained, beautiful, green campus in the heart of the city • Strong alumnae association and alumnae in influential positions willing to contribute in terms of knowledge and skill • The college has very good infrastructure for the present programs with good maintenance • FAEA program for access and excellence for disadvantaged students
<p>3.2 Institutional Weaknesses :</p>	<ul style="list-style-type: none"> • High rate of attrition in some departments • Research, publication and consultancy need to be strengthened • The vacancies in staff to be filled up • Improvement in information dissemination system and definition of roles
<p>3.3 Institutional Challenges :</p>	<ul style="list-style-type: none"> • To completely realize its vision and mission • Living up to the expectations of its stake holders • To take steps to get Deemed University Status • Strengthen research activities • Increasing industry institution interface • Challenge to keep pace with market requirements
<p>3.4 Institutional Opportunities :</p>	<ul style="list-style-type: none"> • Present infrastructure can be exploited for future growth and expansion • Scope for program diversification with new ICT enabled courses as well as inter disciplinary / multidisciplinary programs • With existing expertise in some departments, starting PG programs in subjects with demand

	can be explored <ul style="list-style-type: none">• Access to industry expertise• Greater opportunities for twinning programs• Potential for growth with large number of young faculty on the campus
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Section IV : Recommendations for Quality Enhancement of the Institution
(Please limit to *ten major ones* and use telegraphic language)

- Introducing new career oriented UG / PG courses in emerging areas: starting PG courses in Business Administration, Psychology, Food Sciences, Developmental Sociology, and merging of the departments of MSW and BSW
- Starting few women related vocational short term certificate / diploma courses having potential for self employment based on need assessment and global trends
- Research cell be established to strengthen research culture
- May provide coaching classes for competitive examinations at state and national levels
- Academic tie ups may be extended further to cover all disciplines
- Providing residential accommodation to staff
- Enhancing hostel facilities
- Encouraging the staff without Ph.D degrees to obtain Ph.D degrees
- In future, outside talent in recruitment of staff and membership of academic and other bodies may be encouraged.
- IQAC be geared to enhance internalized quality process

Appointing more permanent staff at all levels in self supporting courses is desirable.
Name and Signatures with Date

HTS/30/8/08
Prof. S. Jayarama Reddy
Chairperson

Veena R Mistry
Dr. (Mrs.) Veena Rummy Mistry
Member
30/08/08

Rita Bakshi
Dr. (Mrs.) Rita Bakshi
Member
30.8.08

I agree with the observations of the Peer Team as mentioned in this report.

J. Quadras fmm
Signature of the Principal

Dr. Sr. Jasinth Quadras, fmm
Principal, Stella Maris College (Autonomous)
Chennai



Stella Maris College, Chennai

Seal of College

PRINCIPAL,
STELLA MARIS COLLEGE,
No.17, CATHEDRAL ROAD,
CHENNAI - 600 086. ¹²