



CRITERION VI GOVERNANCE, LEADERSHIP AND MANAGEMENT





GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

6.1.1. The main mission of the management Nalanda Dance Research Centre through its college Nalanda Nritya Kala Mahavidyalaya is to concentrate on retrieval, analysis, enrichment and rejuvenation and dissemination of the diverse traditions that have given forth the rich heritage of Indian dances.

Taking into account the above points the students of the college are well trained in both the Practical and the theoretical aspects of Indian classical dance. The dance styles taught are Bharata Natyam, Mohini Attam, Kathak and Kathakali. Practically each dance style has its own history, body kinetics etc but content wise or theoretically they all have similar higher philosophical interpretations. The students are given this in-depth and extensive knowledge about dance styles as a rich heritage and culture of our country. The students are moulded as “Total Dancers” or “Cultural Ambassadors” and here the vision, mission or our goal appears fulfilled. Towards the society this great tradition is projected in pristine purity in form of our dance-dramas or other presentations. The values that are learnt throughout the layered course is unthinkable or unimaginable.

Nalanda today exists as a brand for its students and even in future the purity of Indian dance and culture will be its major concern.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

6.1.2. The management of Nalanda Dance Research Centre itself is a non-profit public trust which is totally engaged in the Pedagogical Study of Indian Dance. The Director of Nalanda Dance Research Centre, Padmabhushan Dr. (Smt.) Kanak Rele has been the Founder-Principal and a Pioneer in bringing Dance Education at the University



Level. She has always been guiding Nalanda staff and students till today. The other members from Management have been extremely supportive to Dr. (Smt.) Kanak Rele in every crucial development of Nalanda.

Courses are developed and designed towards perfection of classical dance. These course are upgraded in every few years to make it more student centric and abreast with the surroundings. They are introduced after passing through various bodies like Ad-hoc Board of studies, Academic council etc of the University of Mumbai. All activities in college are geared towards fulfillment of the ideology of Perfection of classical dance wherein Principal and Faculty shoulder maximum responsibility of designing and implementing various policies, structuring courses, etc. The implementation of changes in the courses if done is successfully adapted due to excellent support of all the Faculty members.

6.1.3 What is the involvement of the leadership in ensuring :

the policy statements and action plans for fulfillment of the stated mission

formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

Interaction with stakeholders

Proper support for policy and planning through need analysis

, research inputs and consultations with the stakeholders

Reinforcing the culture of excellence

Champion organizational change

6.1.3. What is the involvement of the leadership in ensuring :

Time to time innovations are introduced in teaching students or even upgrading the courses. While upgrading the course or making innovations in the courses, the purity of classicism in dance is maintained. So without diluting the vision and mission of the college the teaching, learning of various facets of classical dance is enhanced for the students.

Each faculty member formulates own action plan for their regular teaching methodology. The students are well trained in other facet



of dance like choreography, music, Nattuvangam, etc. so there overall development as classical dancer is done progressively. Being a small college with lesser number of students the teachers share very intimate relationship with students and this facilitates not only in teaching them their prescribed syllabus but also grooming them beyond the relevant subjects.

At the end the institution is able to translate its goals or vision and mission into reality due to close-knit functioning.

The stakeholders are occasionally involved in the college activities. The parents take active interest by becoming a member in various committees like Student Counseling, Maintenance etc. This makes our interaction with students and society more fruitful. Some past students and other experts on dance or dance related topics are glad to come together for the college.

There are times when Nalanda as a classical Dance college becomes a role model for students from other facilities and Nalanda readily accepts their interaction.

It generates lot of awareness for classical dance through lecture demonstrations, dance-dramas everywhere in the society.

University of Mumbai has been extremely supportive to Nalanda in its policy and planning. The new courses in Kathak are the consequences of its full-hearted support of every level.

If the students or Parents require any support or have any suggestions they are taken seriously. Their opinion is valued for the enhancement of the course. This year we have introduced student mentoring their relationship grows much beyond classroom teaching.

The culture of excellence is observed of every level at Nalanda. The students turn out to be excellent dance teachers, choreographers, researchers, etc. due to the beautifully layered course and its dedicated staff. The other co-curricular and extra curriculum activities at Nalanda makes its groom students into excellent cultural Ambassadors besides good dancers.

The innovations done in teaching methodology by power-point presentations and increase of role of ICT in teaching has made the subjects more interesting for teachers and students. It keeps them abreast with modern technology for learning classical dance in interesting change in the college teaching.



6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

6.1.4. Periodically the stakeholders batch wise evaluate the various aspects of policies of the institution like its admission procedure, subjects taught, teachers teaching methodology etc. It helps in monitoring smooth functioning of the college and their evaluation is taken into consideration. Remedial steps are taken to improve and successfully implement the policies and plans of the institution.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

6.1.5. As often said earlier Padmabhushan Dr. (Smt.) Kanak Rele has been the Founder Principal of this college and a pioneer in bringing Dance Education at University level. In fact majority of the Faculty members are her students and alumni of the college, their alma mater. Dr. Kanak Rele has taken over as an Education Director of the college and today also she guides the staff and students of the college.

She has been continuing as a Visiting Lecturer too. Her presence itself is an ideal example of academic leadership. At the same time all the faculty members are encouraged and empowered to go ahead. Nalanda is real and ideal example of “Guru-Shishya Parampara” – Teacher Taught tradition observed at classroom level.

6.1.6 How does the college groom leadership at various levels?

6.1.6. The student Council plays a prominent role in grooming students as leaders. Besides that the students participate in various events shouldering responsibilities which groom them as “Creative leaders” choreographic Competition bring out creative leadership qualities in students.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?



6.1.7. There is delegation of authority among the staff and full faith is rested in them. They are highly respected and their suggestions or opinions are always considered. Their discretion is highly valued so far as teaching is considered. They are encouraged to make innovations in teaching methodology. Interference from any angle is avoided to hinder their professional growth.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

6.1.8. Yes, the college promotes participative management. The management supports staff and students whole-heartedly and gives enough encouragement for professional and personal growth.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

6.2.1 The main mission of the institution to retrieve, analyse, enrich, dissemination of classical dance in its pure aspects is itself a qualitative policy. But to maintain this high standard of classicism living and throbbing in today's generation the course is upgraded with innovations in teaching-learning methods. Classes are made more interactive. Since there are no prescribed text books for this course so students are encouraged to refer to library books and enhance their knowledge.

The IQAC takes major interest in the well-being of the students and it supports them by planning various extracurricular and co-curricular activities to keep them Well-informed about their dance. The feedback from students is taken as a valuable opinion and thus there is constant reviewing observed.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

6.2.2. Mohini Attam as a classical dance style was on the verge of extinction. Padmabhushan Dr. (Smt.) Kanak Rele revived it and today the



repertoire of this dance style is enriched by series of items continuing this rich tradition for future generations is the main concern for Nalanda. Bharata Natyam is another classical dance which is taught at Degree and P.G. level. Kathak has been added since last few years. The P.G. Diploma in Dance and Fitness has opened new vistas in college where the scientific aspect of dance is emphasised with the concept of Well-being and Fitness. These new course have widened the base of classical dance. There is a plan of starting a Post-Graduation in this concept in future.

The infrastructure of the institution is optimally used. There is a plan going on to increase the existing building and thus increase classes, etc. The institution is planning to start short-term self-financing courses in allied subjects like make-up, sound and light etc. which will equip our students more to become self-sufficient and multi-faced.

6.2.3 Describe the internal organizational structure and decision making processes.

6.2.3. As often said earlier the mentor and creator of Nalanda Padmabhushan Dr. Smt. Kanak Rele has been appointment as Education Director by the management to look into the functioning of the college. The Principal is a link between staff students and management. We have Ad-hoc Board of studies functioning with the University and dealing with the Academics of the college. Dr. Uma Rele Principal of the college is Chairperson. This body is responsible in adding new courses or bringing in innovations and changes, if required, in the syllabus. After passing through various committee at the University level changes are implemented.

The suggestions given by staff and students are given enough importance in the college smooth functioning.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- Industry interaction



6.2.4.

Teaching and Learning: The classroom teaching has become more interactive. Since there are no prescribed text books for the course, the students are encouraged to refer to the well-equipped library. To encourage reading habits, students are asked to sit in the library after college hour's class wise. They are encouraged to present power-point presentations for their projects. It is basically done to make the classes interesting and informative. Students are shown audio-visual DVDs to enhance their knowledge on dance and allied subjects.

Research and Development: - Staff is encouraged to take up Minor Research Projects of U.G.C. The Research Committee guides them for the same. Teachers are encouraged to go for Conferences and Seminars and present their Research Papers. They are also guided to go for higher studies.

Students are also encouraged towards research in different projects. The aptitude of research in dance is developed and various facets of dance are opened up before them for developing their interest in research. Whether it is practical or theoretical aspect of dance the new approach is always applauded and encouraged.

Community engagement: Parents are involved directly. Since they take up an unusual field of classical dance the Parents of students are also initiated in in-depth understanding of dance.

Students perform for institution of mentally challenged people every year. Students of schools in the surrounding area come for field visits to understand classical dances of India.

H. R. Management: Our students are very well-equipped and are in demand today for International Schools and also other schools where Indian Dance is a subject for Personality development of young children. Besides our students are exceptionally good at choreography, etc. so their demand is increasing for various shows outside. They also are the true "Cultural Ambassadors" who are "Total Dancers" with in-depth knowledge so wherever they go they turn out to be great asset.

Industry interaction: - Not Applicable

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?



- 6.2.5. There is constant presence of Padmabhushan Dr. Smt. Kanak Rele the pioneer who started Dance Education at University level by establishing Nalanda. Her guidance is always available on the premises. The Principal also acts as a mediator of staff and students and Management, represented by Dr. Kanak Rele. The college activities whether extra-curricular or co-curricular, are discussed in IQAC and then they are implemented. When staff have any point of deliberation or discussion they are communicated through Principal. Any feedback or suggestions are shared with the top management through Education Director. Students celebrate various events where stakeholders are invited to actively participate.
- 6.2.6 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?
- 6.2.6. The Management supports staff in various ways. They are encouraged to present their research papers for Seminars and conferences. They are also guided to apply for Minor Research Project of UGC by Research Committee. Any production of Dance-dramas involves teachers in it in different ways for e.g. choreography, sound recording, lighting, costume and set designing etc. The festival of the college also sees active participation of staff. All these aspects makes our staff more efficient, effective and dedicated.
- 6.2.7 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?
- 6.2.7. “Yoga” is a part of learning in Nalanda. Classical dance is in fact considered as sadhana as its criteria is to have concentrated mind. Students college are taught yoga keeping in view its importance for dance.

This academic year i.e. June 2012 to March 2013 we started with physical exercises for both, staff and students in the morning. Some of these exercises are based on Kalaripayattu, a martial art of Kerala.



The purpose of these exercises to encourage fitness and good health. This commenced due to last year's resolution of Management Council.

6.2.8 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

6.2.8. Since Nalanda is an only college of classical dance permanently affiliated to the University of Mumbai, we are more or less autonomous as we take our own decisions. Fortunately University of Mumbai has always been very supportive and encouraging. In future it will be seen regarding the autonomy.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

6.2.9. We have Grievances Redressal Cell consisting of Teaching, Non-teaching staff and a Parent Member. The students approach the committee with their problem or grievance and the committee tries to resolved it promptly. The decisions are conveyed to students instantly or if time is required for any of their problem solving, it is communicated to them.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

6.2.10.No

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

6.2.11.Yes, student are given feedback forms on courses offered in the institution and forms for individual teachers too. Their opinion is



proved valuable for the growth of students.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

6.3.1. The professional development of our teaching and non-teaching staff is enhanced by encouraging them to attend workshops and seminars. They also present research papers for the same. In the field of Indian classical dance it is difficult to have Refresher courses, but our staff attends them in relevant subjects and complete them with flying colours.

Besides there are high level workshops and seminars conducted by our Management Nalanda Dance Research Centre on dance and allied subjects which also enriches the professional development of the staff. These workshops are conducted by great scholars and maestros.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

6.3.2. As said earlier the staff is always supported to take career Advancement courses like Orientation or Refresher courses of UGC Staff Academic College. It gives them opportunity to interact with other teachers coming from different background.

They are also motivated to take up research projects. The workshops and seminars conducted at the college level by maestros and scholars trains and retain them in our field. Every endeavor of the staff member towards their professional growth is applauded and encouraged. The non-teaching staff also attends workshops relevant to their field to enhance their knowledge.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

6.3.3. Performance Appraisal system of staff is evaluated by the Appraisal Committee consisting of Principal, Head of the Dept., Head Clerk and



Teaching Faculty member.

The following are the headings under which the Staff Performance is evaluated: -

Academic Qualification including Research Experience, Research Projects undertaken. It also provides details of Seminars, Conferences, Workshops attended or participated as a Resource Person. Besides this it deals with Teaching Experience, innovations in Teaching Methodology, Remedial Teaching, student Mentoring, contribution of articles, if any in journals or magazines etc.

It gives us an overview of the Teachers teaching pattern with his / her additional experience.

The non-teaching staff is also evaluated under this with questions related to their department.

- 6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?
- 6.3.4. There is an appraisal committee constituted of Principal, Head of the Department, Head Clerk and one Teaching faculty member. Meetings are held quarterly. The first meeting after the new academic year deals with the analysis of performances of staff of the previous year. They are guided for the current academic year. They are also appreciated for their good performance. All these appraisal developments are conveyed to the Management.
- 6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?
- 6.3.5. As such there is no welfare scheme for teaching and non-teaching staff. But medical expenses of class IV are paid by the management when required. Loans also are given for weddings, etc. by the management. 30% of the staff have availed of this benefit provided by the management.
- 6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?



6.3.6. The eminent faculty members are retained as visiting lecturers in the college. Their expertise, experience and knowledge prove an asset to the institution.

6.4. Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

6.4.1. There are no non-salary grants disbursed since many years now. The management incurs financial burden in such a situation. As per sanction of UGC Developmental Grants, maneuvering of finances is undertaken. Self-financial courses have been developed where visiting lectures are invited.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

6.4.2. The internal audit is conducted by our office accounts department which is then followed by our Chartered Accountant and External audit of salaries account is done by Joint Director, Higher Education Department, Govt. of Maharashtra. The last audit was done for the financial year 2011-2012. There were no objections taken by the auditor.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement **of academic and administrative activities** of the previous four years and the reserve fund/corpus available with Institutions, if any.

6.4.3. The two main sources are fees and Grant-in-Aid. Deficit is borne by the management Nalanda Dance Research Centre. Audited accounts of last four financial years are attached herewith.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

6.4.4. We apply for UGC Grants under various plans time to time for the additional funding for the development of the Institution. The details of



the four years Utilisations Certificates are attached herewith for your kind perusal.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?
- b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?
- c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.
- d. How do students and alumni contribute to the effective functioning of the IQAC?
- e. How does the IQAC communicate and engage staff from different constituents of the institution?

6.5.1. a) Yes, this college has IQAC (International Quality Assurance Cell) since 2004, IQAC was constituted immediately and every year the Annual Report of the same was regularly sent to your esteemed office till 2009. Before sending this Report also our IQAC has sent its last academic year report.

The IQAC has always been concerned with the quality education and fulfillment of the vision and mission of this college. Every year it takes pertinent decisions regarding workshops, seminars, etc. to be conducted by the scholars, maestros, performers, etc. The additional activities like extra-curricular or co-curricular activities are planned in these meetings for the relevant academic year. Some of these activities have become concurrent every year and this reveals that the IQAC of this college have contributed towards the quality assurance.

- b) Dr. Kanak Rele represents the management in the IQAC and her decisions are always respected even in the IQAC. So the decisions taken in the IQAC are generally approved by the management. Among the approved decision almost 90% are implemented (for e.g. out of the 8 or 9 approved decisions 7 or 8 are implemented).



- c) Yes we have external members included in the IQAC. At least there is one member who is external person. He can be a person who has contributed significantly in the world of art. We also have an expert person who can be an alumnus of the college which makes the understanding and functioning smoother and faster.
- d) Actually speaking, the teaching staff including the Principal is all alumni of this college. So we have teaching fraternity as members (at least two to three) and we also have an expert member who is a past student of this college. So alumni contribute considerably for the functioning of IQAC.
The students give their suggestions for workshops and also for their participation in the Inter collegiate events and decisions are finally taken by the IQAC.
- e) This is a single faculty college where the staff members are intimately connected to each other. So non-members also often give their suggestions which are brought to the fore in the IQAC meetings.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

6.5.2. The IQAC comprises of Management Representative, Principal as Chairperson, Staff members as Coordinator and Joint Co-ordinator, Teacher Member, Librarian and one Administrative staff member. Meetings are held twice a year, one at the commencement of first term and the other during the re-opening of the Second Term. The events like extra-curricular or co-curricular are taken on the agenda according to the length of the term or availability of the experts. Since both academic and administrative staffs constitute the IQAC, they are aware of the functioning of the college in detail. They work cohesively and create a conducive atmosphere imbued with quality assurance.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

6.5.3. No, the institution does not provide any specific training to its staff for effective implementation of Quality assurance procedures. But that staff members are encouraged to attend Seminars or Workshops



conducted in other colleges for quality IQAC or Qualitative trends in Education.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

6.5.4. Yes, this year as we have been preparing for NAAC, we invited Experts like Dr. Kurup, Dr. Shrigudkar, Dr. Chindade, etc. to guide us for our RSR. Since we are an unusual college of Indian Classical Dance completely on par with other faculties, it is difficult to co-relate certain points. This has been like an external review taken from experts for our Dance Education.

We are also planning undertake Academic Audit at the commencement of the new Academic year.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

6.5.5. The relevant external quality assurance agencies / regulatory authorities for Nalanda are University of Mumbai, Government of Maharashtra and the UGC. Since Nalanda functions efficiently within the framework set by these three authorities, our mechanisms are aligned with their requirements.

The teachers at Nalanda have required qualifications like Ph.D. / NET.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

6.5.6. All the teachers prepare a teaching methodology at the beginning of the Academic year which is submitted to the Principal. The performance of students in both the practical and theoretical examination reveal the most pertinent aspect of teaching learning process. It helps teachers to review their teaching methodology and further introspect themselves to strive for the better. Some students



who are weak in any subject are given special coaching by the teachers. The students are allowed to answer the exam papers in Marathi (Regional language) and Hindi (National language) though medium of instruction is English. All these are our institutional mechanisms utilised to get the best output from our students. Teachers mentor students to give them guidance any kind of psychosociological problem which intern help them to concentrate better academically.

Dance is an art which has been handed down to us by “Guru-Shishya Parampara” and in Nalanda too teachers have brought this warm relation of student and teacher to Dance Education at University level. Teaching is done not only through Practical dancing and theoretical aspects but through viewing DVDs, Power point presentations. This is a unique teaching, learning process which enhances the students knowledge and helps them learn intricate nuances of dance.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

6.5.7. The Parents-Teachers meeting are conducted in each term to communicate the quality assurance policies and mechanisms and also their outcomes AIP students perform twice a year on stage where for the final programme parents and relatives are invited to see their ward perform on stage. This gives them fairly good idea of the quality of teaching dance in this college.

This college has a unique identity as it has become a brand name for learning classical Indian Dance. We are lucky that the person who has been pioneer in bringing Dance Education at University level, Padmabhushan Dr. (Smt.) Kanak Rele still guides us till today. She has been recognised her humongous contribution for Mohini Attam, a classical dance style from Kerala. Since Nalanda is her brain child and majority of staff members past students of Nalanda, we share a very respectful and cordial relationship with her. Under her tutelage,



leadership, Management and Governance we still strive to go higher and higher. Her grooming has given us confidence to reach greater heights and we try and inculcate better values and respect for Indian art heritage and culture, in the students mind. Consequently their growth is all-encompassing and they become perfect “Total Ambassadors” of Indian culture and “Total Dancers” who assimilate theory and practical in their dance.

