Peer Team Report

on

Institutional Re-accreditation of

Mula Education Society's
Arts, Commerce and Science College,
Sonai, Newasa, District Ahmednagar,
Maharashtra Pin -414105

(26th to 28th September, 2011)

Peer Team Report (PTR)

1.1 Name & address of the University	Mula Education Society's ARTS, COMMERCE AND SCIENCE COLLEGE, Sonai, Newasa, District Ahmednagar, MAHARASHTRA - 414105
1.2 Year of Establishment	June, 1989
1.3 Current Academic Activities at the University (Numbers)	
• Faculties/Schools • Departments/Centres • Programmes/Courses Offered • Permanent Faculty Members • Permanent Support Staff • Students	3(Arts, Commerce and Science) 13 (Arts:6, Commerce: 1, Science:6,) 18 (UG: 5, PG: 6, Certificate:2, UG Diploma: 2 Advanced Diploma:3) 35 15 1711
1.4 Three major features in the Institutional Context *(As perceived by the peer Team)*	▪ Located in the rural and backward area with enough land for future expansion. ▪ Grant-in-aid, affiliated and multi-faculty co-education college. ▪ Run by a resourceful and reputed Trust.
1.5 Dates of visit of the Peer Team *(A detailed visit schedule may be Included as given below)*	26th – 28th September, 2011 *(visit Schedule enclosed)*
1.6 Composition of the peer team Which undertook the on-site visit Chairman: Member Coordinator Member	*Prof. B. P. Bhatnagar,* *(Former Vice-Chancellor, Rajasthan Vidyapeeth)* *73, Vidya Nagar, BSNL Road, Sector-4, Hiran Magri, Udaipur – 313002, Rajasthan* **Prof. Yoginder Verma,** Special Officer (Development) and Dean, Central University of Himachal Pradesh **Dharmashala, Kangra – 176 215, Himachal Pradesh** **Prof. Krishan Kant,** **Principal, Aggrawal College, Tigaon Road, Near Ambedkar Chowk, Ballabgarh, Distt. Faridabad, Haryana-121004**
NAAC Coordinator	**Dr. Sujata Shanbhag,** Assistant Advisor, NAAC, Nagarbhavi, Bangalore – 560 072, KARNATAKA.

Section II : Criterion-wise Analysis

Observation: *Strengths and/or weaknesses on Key aspects. (Please limit to three major ones for each and use telegraphic language (It is not necessary to indicate all three bullets each time; write only relevant ones)*

2.1 Curricular Aspects

2.1.1 Curricular Design and Development	➢ Mission and vision promotes value orientation in the curriculum and programmes offered. ➢ Curriculum is in accordance with the norms of the affiliating University ➢ Five Teachers on Board of Studies contribute in curriculum design.
2.1.2 Academic Flexibility	➢ Limited programme options available in different faculties. ➢ Five self-financing courses. ➢ Three add-on courses offered at certificate, diploma and advanced diploma level.
2.1.3 Feedback on Curriculum	➢ Formal feed back from students is obtained. ➢ Formal mechanism for obtaining and utilizing feed back from other stakeholders is yet to be initiated.
2.1.4 Curriculum update	➢ The curriculum is revised by the University from time to time. ➢ Faculty is trying to cover latest issues in their respective subjects.
2.1.5 Best Practices in Curricular Aspects	➢ Five teachers are on the Board of Studies and one is the Chairman of a Board of Studies.

2.2 Teaching – Learning and Evaluation

2.2.1 Admission Process and Student Profile	➢ Wide publicity of admission process is given through Website, advertisements and Prospectus. ➢ Government Rules are followed in the admission process.

	➢ Admission process is transparent and objective.
2.2.2 Catering to the Diverse Needs	➢ Remedial classes are conducted for the students belonging to disadvantaged sections of the society. ➢ Limited guidance for the advanced learners. ➢ Formal tutorials are to be initiated.
2.2.3 Teaching – Learning Process	➢ Academic calendar, teaching plan, and time-table prepared in advance. ➢ Predominantly, 'lecture' method followed. ➢ Use of laboratory equipment and field experience in teaching/learning is visible.
2.2.4 Teacher Quality	➢ Regular teachers are qualified and selected as per the norms of UGC/University. ➢ Out of 48 teachers, 10 are Ph. D and 11 are M.Phil. ➢ Some teachers have received awards/recognitions at National level.
2.2.5 Evaluation Process and Reforms	➢ Student progress is monitored continuously through internal assessment. ➢ The examination process is streamlined and transparent. ➢ Examination records are well maintained.
2.2.6 Best practices in Teaching, Learning and Evaluation	➢ Students' feedback is obtained.
2.3 Research, Consultancy and Extension	
2.3.1 Promotion of Research	➢ College encourages teachers to undertake research projects. ➢ Limited research facilities are available in the laboratories.
2.3.2 Research and publication Output	➢ Eight minor research projects completed.

	➤ Some of the teachers have publications in international and national refereed journals.
2.3.3 Consultancy	➤ Free consultancy is provided to the farmers. ➤ Formal mechanism to promote consultancy is to be initiated.
2.3.4 Extension Activities	➤ Community outreach/ extension activities by NSS and NCC are praiseworthy. ➤ NSS students are involved in social welfare activities ➤ One NCC and one NSS student participated in Republic Day parade and 39 students passed 'C' certificate.
2.3.5 Collaborations	➤ The College has yet to establish collaboration for academic and research activities. ➤ Collaboration with industry/business needs to be initiated.
2.3.6 Best Practices in Research, Consultancy and Extension	➤ NSS volunteers undertook social development activities such as building of roads and constructing a bridge
2.4 Infrastructure and Learning Resources	
2.4.1 Physical Facilities for Learning	➤ College has 7.5 hectares land and sufficient classrooms and laboratories for running existing programmes. ➤ Physical infrastructure is being augmented. ➤ Has indoor stadium and a gymnasium.
2.4.2 Maintenance of Infrastructure	➤ Some funds are provided for maintenance of buildings and other infrastructure. ➤ Annual Maintenance Contract for the maintenance of the computers.
2.4.3 Library as a Learning	➤ 4200 sq. feet built in area with 17247 books, 6297 titles

Resource	➤ and 29 journals and Inflibnet facility.
	➤ Partial automation of the library.
	➤ Two PCs with Internet facility are available for the use of the students.
2.4.4 ICT as a Learning Resource	➤ 42 PCs in various departments with Broadband Internet facility
	➤ 2 LCDs and 4 OHPs
	➤ Students are helped to improve English speaking skills with the help of electronic technology.
2.4.5 Other Facilities	➤ Limited hostel facility for boys and girls.
	➤ Shared swimming pool and guest house.
	➤ Space is available for parking and outdoor sports.
2.4.6 Best Practices in the Development of Infrastructure and Learning Resources	➤ Optimum utilization of teaching and learning infrastructure.
2.5 Student Support and Progression	
2.5.1 Student Progression	➤ Satisfactory results and low dropout rate.
	➤ 8 students qualified in NET/JRF.
	➤ Noticeable increase in the student progression from UG to PG programmes.
2.5.2 Student Support	➤ Scholarships and freeships are available to all students from disadvantaged segment and also for meritorious students.
	➤ Coaching classes for SC/ST and OBC/NT students for competitive/entry level examinations.
2.5.3 Student Activities	➤ College magazine is published every year.
	➤ Patents/alumni meeting are held at informal level and formalization is in progress.
	➤ Sports and cultural activities need more attention.

2.5.4 Best Practices in Student Support and Progression	➢ Students are well behaved and receptive.
2.6 Governance and Leadership	
2.6.1 Institutional Vision and Leadership	➢ The leadership is pursuing the vision of the founder of the Trust. ➢ Committed/Assured help by the Trust.
2.6.2 Organizational Arrangements	➢ Local Management Committee with representatives of teaching and non teaching staff. ➢ Various committees are formed to undertake various tasks.
2.6.3 Strategy Development and Deployment	➢ Participatory academic plan.
2.6.4 Human resource Management	➢ College strictly follows UGC regulations for the recruitment and promotion of regular faculty and support staff. ➢ Skill development programmes have been initiated for staff.
2.6.5 Financial Management and Resource Mobilization	➢ The accounts are well maintained and regularly audited. ➢ Resources are mobilized through self financing and grants from UGC. ➢ Accounts are computerized
2.6.6 Best Practices in Governance and Leadership	➢ Clear Vision and Mission statement. ➢ Good coordination among key functionaries.
2.7 Innovative Practices	
2.7.1 Internal Quality assurance System	➢ IQAC is formalized ➢ Structured formats are yet to be used for collection of

	feedback from different stakeholders, ➢ Systematic analysis of the formal feedbacks is expected.
2.7.2 Inclusive Practices	➢ Educational opportunities to women students coming from rural and backward segments. ➢ Development of patriotism among students through playing of national anthem and national song at the beginning and end of the shift. ➢ 'Vidyarthini Manch' for women empowerment.
2.7.3 Stakeholder Relationships	➢ Cordial relationship exists among various stakeholders. ➢ Involvement of students and teachers in welfare programmes for the benefit of the society.
Section III: Overall Analysis ***Observation:*** *(Please limit to five major ones for each and use telegraphic language. It is not necessary to indicate all five bullets each)*	
3.1 Institutional Strengths	➢ Resourceful, visionary and proactive leadership of the Trust ➢ Effective Endeavour to promote inclusive access to higher education ➢ Enough land is available for future expansion of the campus. ➢ Dedicated and disciplined faculty and support staff and students
3.2 Institutional Weaknesses	➢ Sub-optimal use of ICT in the teaching-learning process. ➢ Weak infrastructure for promoting sports and cultural activities. ➢ Limited facilities for promoting research and consultancy services. ➢ Inter departmental /institutional collaboration in Research and Development activities is minimal.

3.3 Institutional Challenges	➢ Making every student ICT expert for competing at national and international level ➢ Mobilization of more resources for future development ➢ Inculcation of spirit of competition and development of life skills ➢ Development of entrepreneurship and multi skills among rural students
3.4 Institutional Opportunities	➢ Use of ICT in teaching learning process and students' support system ➢ Evolving new educational activities/courses/programmes in the context of backward rural setting ➢ Implementation of 'lab to land' programmes and translational of R&D projects ➢ Introduction of full-fledged skill development education and Industry involvement to increase employability of the students.

Section IV: Recommendations for quality Enhancement of the university

*(Please limit to ten major ones and use telegraphic language.
It is not necessary to indicate all ten bullets)*

✓ Introduction of new post graduate programmes relevant to the needs of the region.

✓ Add- on courses such as Food Technology, Tourist Guide, Computer Applications, Culture Art and Heritage, Folk Art and Culture may be introduced.

✓ Promotion of College – Industry/Business interaction

✓ Modernization of library with functional IT connectivity coupled with skill building to maximize the library usage by students. And also enhance the reading area and increase the number of books in the library.

✓ Use of ICT and modern pedagogy in improving teaching and learning process.

✓ Strengthening of training and placement cell for providing career guidance, personal counseling and arranging more interaction with industry/business.

✓ Augmentation of sports and cultural activities by providing more facilities and engaging expert personnel.

- ✓ Student support and training-learning facilities such as common room for girls and boys, safe drinking water, public address system in the class rooms, expansion of class rooms and providing more space for laboratory are required.
- ✓ Students be prepared for competitive examinations/NET/SLET/.

I have gone through the contents of this report and agree on the information provided therein.

Dr.(Mrs.) V.S. Rokade

Date: 28th September 2011   Signature of the Principal

Name   **Signature & Date**

Prof. B. P. Bhatnagar   - Chairperson

Prof. Yoginder Verma   - Member Coordinator

Dr. Krishan Kant   - Member

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Mula Education Society's
Arts, Commerce and Science College

Place : Sonai, Tal. Newasa, Dist. Ahmednagar, Maharashtra

Criteria	Weightage (W_i)	Criterion-Wise Grade Point Averages ($Cr_i GPA$)	$W_i \times Cr_i GPA$
I. Curricular Aspects	050	2.10	105
II. Teaching-Learning and Evaluation	450	2.40	1080
III. Research, Consultancy and Extension	100	2.30	230
IV. Infrastructure and Learning Resources	100	2.55	255
V. Student Support and Progression	100	2.90	290
VI. Governance and Leadership	150	2.33	350
VII. Innovative Practices	050	2.60	130
Total	$\sum_{i=1}^{7} w_i = 1000$		$\sum_{i=1}^{7} (W_i \times Cr_i GPA) = 2440$

$$\text{Institutional Score} = \frac{\sum_{i=1}^{7}(W_i \times Cr_i GPA)}{\sum_{i=1}^{7} W_i} = \frac{2440}{1000} = \boxed{2.44}$$

Grade = $\boxed{B}$ **Descriptor** = GOOD

Date : November 30, 2011

Director

- This certification is valid for a period of *Five* years with effect from November 30, 2011
- An institutional CGPA on four point scale in the range of 3.01 - 4.00 denotes A grade (Very Good), 2.01 - 3.00 denotes B grade (Good), 1.51 - 2.00 denotes C grade (Satisfactory)
- Scores rounded off to the nearest integer

EC/57/RAR/40