



## **INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)**

**Accreditation - (Cycle - 2)**

### **PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF SARVAJANIK ARTS AND COMMERCE COLLEGE C-8818**

**Visarwadi Tahsil Navapur District Nandurbar  
Maharashtra  
425426**

**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:	SARVAJANIK ARTS AND COMMERCE COLLEGE Visarwadi Tahsil Navapur District Nandurbar Maharashtra 425426	
2.Year of Establishment	2001	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	4	
Programmes/Course offered:	1	
Permanent Faculty Members:	10	
Permanent Support Staff:	8	
Students:	429	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"> <li>1. Rural Co-education college having more than 95 per cent of students from Tribal community</li> <li>2. All the sanctioned teaching posts are filled with permanent faculty</li> <li>3. The college received the best college award for cultural activities Best NSS unit Award at University level</li> </ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 25-03-2019 To : 26-03-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MOHAMMED BASHEER	Former Vice Chancellor,UNIVERSITY OF CALICUT
Member Co-ordinator:	DR. SHIVALINGAPPA HURAKADLI	Professor,RANI CHANNAMMA UNIVERSITY
Member:	DR. WAHEEDA SUNNY THOMAS	Principal,S G M ENG MED COLLEGE OF COMM AND MANAGEMENT
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

## Section II:CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(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	Academic Flexibility
1.3	Curriculum Enrichment
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	Feedback System

### Qualitative analysis of Criterion 1

The College is offering BA degree course and is implementing the curriculum as prescribed by North Maharashtra University, Jalgaon, as per UGC norms. The college adheres to the academic calendar prepared by the university. Even though the curriculum delivery time of the college is reduced due to the sharing of its infrastructure with school & junior college on the same campus, the college is able to address the issues pertaining to tribal empowerment.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
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	Teaching- Learning Process
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	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
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	Student Performance and Learning Outcomes
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	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

There is a system of segregating learners as per their entry level marks and offering remedial classes in the 1st two weeks of odd semester. From 2018 CBCS and open elective method has been introduced by the affiliating university. Teachers are using power point slides in some of the classes. However, a large percentage is still dependent on lecture method. As per the affiliating University norms internal marks carry 40 marks out of 100 and rest 60 marks are external. There is continuous internal evaluation with 50% written component. Internal marks are awarded based on attendance, classroom performance, test papers, seminars and group discussions. Grievance related to internal evaluation are addressed by the teachers concerned. Since the affiliating university has not introduced outcome based education, there is absence of this feature in the college.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
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	Research Publications and Awards
3.4	Extension Activities
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	Collaboration

#### Qualitative analysis of Criterion 3

There is absence of separate centre for innovation & incubation. Faculty of the college has published 81 research papers out of which 28 are in the UGC recognized journals and attended 100 different conferences in last five years. Teachers have taken initiatives for transfer of knowledge through publishing books with ISBN number, conducting workshops suggesting measures for improvement at the board of studies etc. Out of three Ph.D. holders the college has 2 faculty members as recognized Ph.D. guides. Principal of the college has received Best Researcher and Best Teacher Awards in Geography at Maharashtra Bhugol Parishad.

College has an active NSS cell organizing Blood donation camp & plantation at adopted neighborhood village. Awareness on the issues related to sickle cell disease rampant in the area were handled through workshops.

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

Based on strength of students and diversity of specialised subjects more classroom facilities are required. College has taken extra care for conducting sports activities. However, there is huge scope of for excelling in this area by providing good infrastructure.

Library automation is limited to the use of INFLIBNET in single stand alone computer. There is enough scope for improvement by adding extra books, journals and making open source e books and other learning material available to students. College must increase English titles for all subjects. It is felt necessary that library space can be enhanced. Wi-fi facility available in the college is extended to students and staff of the college.

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

College has internal student council as well as system of deputation of student representative as per the guidelines given by the North Maharashtra University, Jalgaon. Registered alumni association is present which has contributed in non-monetary form so far.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	<b>Institutional Vision and Leadership</b>
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	<b>Strategy Development and Deployment</b>
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	<b>Faculty Empowerment Strategies</b>
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	<b>Financial Management and Resource Mobilization</b>
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	<b>Internal Quality Assurance System</b>
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
Management of the College is committed and cooperative. Principal is experienced and humble leader who promotes team work and encourages decentralized decision making and execution of various activities for the growth & development of stakeholders. Institution has perspective plans in place. However, it requires huge amount of financial resources for implementation. System of performance appraisal for teaching staff exists.
Being a grant in aid college, financial management is as per the Govt. of Maharashtra and Higher Education Department rules. Limited resources are mobilized from various bodies, and are utilized properly for the development of the college. IQAC is actively working by guiding all faculty members and encouraging students. Post 1st cycle NAAC accreditation, slight improvement in only research activities is evident.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>1. Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> <li>1. Safety and Security</li> <li>2. Counselling</li> <li>3. Common Room</li> </ol>
7.1.5 QIM	<p>Waste Management steps including:</p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• E-waste management</li> </ul>
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	<p>Green Practices</p> <ul style="list-style-type: none"> <li>• Students, staff using             <ul style="list-style-type: none"> <li>a) Bicycles</li> <li>b) Public Transport</li> <li>c) Pedestrian friendly roads</li> </ul> </li> <li>• Plastic-free campus</li> <li>• Paperless office</li> <li>• Green landscaping with trees and plants</li> </ul>
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	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
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

College campus is walled with gate. Self defence training is given to the students regularly for ensuring security of girl students. All the students are insured under group insurance scheme with assured amount of Rupees 1 lakh through affiliating university. Students and staff of the college are using public transport. Institute is sensitive towards divyang.

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

#### Overall Analysis

##### **Strength:**

###### Strengths

- Committed and supportive management
- Young, qualified and dedicated faculty with multi regional background
- Environment of Learning organization
- Transparent internal evaluation system
- Willingness to adopt ICT at all levels
- Registered alumni association

###### Weaknesses

- Insufficient land
- Poor infrastructure
- Lack of English communication skills
- No Full time female staff members
- Level of motivation amongst students

###### Opportunities

- Introduction of employment oriented certificate and graduation programs
- Enhance research activities related to tribal community in collaboration with national and international organizations
- Conduct of English language training
- Introduction of UG course in Social work and computer based programs
- Raising Funds through Corporate Social Responsibility of companies for training and development and Placement readiness of students

###### Challenges

- Single faculty
- Economic and social background of students
- Rural location having dominant tribal population with no industries nearby

#### **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)

- 1) Introduce employment oriented short term/ add on courses and UG programs
- 2) Efforts to be made to acquire additional Land for new building and playground
- 3) Need to establish a common seminar hall, library and reading room, staff room, ladies room, separate ladies toilets and computer laboratory.
- 4) Construction of boys and girls hostel within the campus and provide transport facility
- 5) Introduce English language training to enhance English communication skill for students and teachers
- 6) Coaching classes for competitive examination and career counseling
- 7) Develop culture of entrepreneurship
- 8) Adopt advanced teaching learning process through Learning Management System (LMS)
- 9) Increase efforts to reduce dropout rates.
- 10) Faculty research quality should be enhanced.

**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**

Sl.No	Name		Signature with date
1	DR. MOHAMMED BASHEER	Chairperson	
2	DR. SHIVALINGAPPA HURAKADLI	Member Co-ordinator	
3	DR. WAHEEDA SUNNY THOMAS	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

**Place**

**Date**